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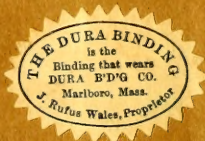


CLASS V289.677 BOOK G9J6

ACCESSION 29412 ✓

GIFT

V.5-8



1912							1913													
JULY							JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	1	2	3	4	5	6	..	..	..	1	2	3	4	..	..	1	2	3	4	5
7	8	9	10	11	12	13	5	6	7	8	9	10	11	6	7	8	9	10	11	12
14	15	16	17	18	19	20	12	13	14	15	16	17	18	13	14	15	16	17	18	19
21	22	23	24	25	26	27	19	20	21	22	23	24	25	20	21	22	23	24	25	26
28	29	30	31	...	...	...	26	27	28	29	30	31	..	27	28	29	30	31	...	...
AUGUST							FEBRUARY							AUGUST						
..	..	..	..	1	2	3	..	..	..	..	..	..	1	..	..	..	..	..	1	2
4	5	6	7	8	9	10	2	3	4	5	6	7	8	3	4	5	6	7	8	9
11	12	13	14	15	16	17	9	10	11	12	13	14	15	10	11	12	13	14	15	16
18	19	20	21	22	23	24	16	17	18	19	20	21	22	17	18	19	20	21	22	23
25	26	27	28	29	30	31	23	24	25	26	27	28	..	24	25	26	27	28	29	30
..	..	..	..	..	..	..	..	..	..	..	..	..	..	31	..	..	..	..	..	..
SEPTEMBER							MARCH							SEPTEMBER						
1	2	3	4	5	6	7	..	..	..	..	..	..	1	..	1	2	3	4	5	6
8	9	10	11	12	13	14	2	3	4	5	6	7	8	7	8	9	10	11	12	13
15	16	17	18	19	20	21	9	10	11	12	13	14	15	14	15	16	17	18	19	20
22	23	24	25	26	27	28	16	17	18	19	20	21	22	21	22	23	24	25	26	27
29	30	...	...	...	...	...	23	24	25	26	27	28	29	28	29	30	...	...	...	...
..	..	..	..	..	..	..	30	31	...	...	...	...	..	..	..	..	..	..	..	..
OCTOBER							APRIL							OCTOBER						
..	..	1	2	3	4	5	..	..	1	2	3	4	5	..	..	..	1	2	3	4
6	7	8	9	10	11	12	6	7	8	9	10	11	12	5	6	7	8	9	10	11
13	14	15	16	17	18	19	13	14	15	16	17	18	19	12	13	14	15	16	17	18
20	21	22	23	24	25	26	20	21	22	23	24	25	26	19	20	21	22	23	24	25
27	28	29	30	31	...	...	27	28	29	30	...	...	..	26	27	28	29	30	31	..
NOVEMBER							MAY							NOVEMBER						
..	..	..	..	..	1	2	..	..	..	..	1	2	3	..	..	..	..	..	..	1
3	4	5	6	7	8	9	4	5	6	7	8	9	10	2	3	4	5	6	7	8
10	11	12	13	14	15	16	11	12	13	14	15	16	17	9	10	11	12	13	14	15
17	18	19	20	21	22	23	18	19	20	21	22	23	24	16	17	18	19	20	21	22
24	25	26	27	28	29	30	25	26	27	28	29	30	31	23	24	25	26	27	28	29
..	..	..	..	..	..	..	..	..	..	..	..	..	..	30	..	..	..	..	..	..
DECEMBER							JUNE							DECEMBER						
1	2	3	4	5	6	7	1	2	3	4	5	6	7	..	1	2	3	4	5	6
8	9	10	11	12	13	14	8	9	10	11	12	13	14	7	8	9	10	11	12	13
15	16	17	18	19	20	21	15	16	17	18	19	20	21	14	15	16	17	18	19	20
22	23	24	25	26	27	28	22	23	24	25	26	27	28	21	22	23	24	25	26	27
29	30	31	...	...	...	...	29	30	...	...	...	...	..	28	29	30	31	...	...	...

Calendar 1912-1913

1912. April 20—Saturday, 8 p. m.,
Oratorical Contest—Henry Clay Society.
April 27—Saturday, 8 p. m.,
Oratorical Contest—Zatasian Society.
May 11—Saturday, 8 p. m.,
Oratorical Contest—Websterian Society.
May 25—Saturday, 8 p. m.,
Music Recital.
May 27—Monday, 8 p. m.,
Oratorical Contest—Philomathean Society.
May 28—Tuesday,
Commencement Day.

Seventy-Sixth Academic Year

1912. September 3—Tuesday,
Entrance Examinations, 9 a. m., and 2 p. m.
September 4—Wednesday, 9 a. m.,
Fall term begins.
November 2—Saturday,
Midterm Examinations.
November 28—Thursday,
Thanksgiving Holiday.
December 16—Saturday, 7:30 p. m.,
Junior Orations.
December 21 to
1913. January 6, inclusive, } Christmas Vacation.
January 14 to 18—Wednesday to Saturday,
Midyear Examinations.
January 18—Saturday,
Fall Term closes and Spring Term begins.
March 22—Saturday,
Midterm Examinations.
March 24—Monday,
Easter Holiday.
May 27—Tuesday,
Commencement.

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A. B., Haverford College, 1876; A. M., Haverford College, 1883; LL. D., University of North Carolina and Haverford College, 1908. Principal New Garden Boarding School, 1878-1884; President Guilford College since 1888.

* JOHN EDWIN JAY, A. M.,
BIBLICAL LITERATURE

Ph. B., Earlham College, 1895; Principal of Damascus, O., Academy, 1892-1894; Superintendent of Carthage, Ind., Joint Graded Schools, 1895-1898; Professor of Mathematics, Friends University, Wichita, Kan., 1898-1900; Professor of Biblical Literature, *ibid*, 1900-1907; Student University of Chicago Divinity School, 1901; Vice-President of Friends University, 1905-1907; Graduate Student and A. M., Yale University, 1905-1906; Professor of Biblical Literature and Dean of Guilford College since 1907.

JAMES FRANKLIN DAVIS, A. M.,
GREEK AND GERMAN

A. B., Haverford College, 1875; A. M., Haverford College, 1879; Graduate student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philology, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Professor of Greek and German Languages, Guilford College, since 1888.

GEORGE WILSON WHITE, A. B.,
MATHEMATICS

A. B., Haverford College, 1878; Principal Sunbury Academy, N. C., 1878-1880; Principal Belvidere Academy, 1880-1883; Principal New London High School, Ind., 1883-1884; Principal Central Academy, Ind., 1885-1892; Professor of Mathematics, Guilford College, since 1893.

* On leave of absence 1912-1913.

H. LOUISA OSBORNE, A. B.,

LATIN AND MATHEMATICS

- A. B., Earlham College, 1887; Student State Normal of Indiana, 1887-1888; Student Chautauqua, New York, Summers, 1888-1895, 1902-1904, 1909; Teacher Vermillion Academy, Ill., and Bloomingdale Academy, Ind., 1888-1892; Assistant in Latin and Mathematics, Guilford College, since 1892.

ADA MARTITIA FIELD, A. M.,

CHEMISTRY

- A. B., Guilford College, 1898; A. M., University of Washington, 1909; Student in Biology and Chemistry, Bryn Mawr College, 1898-1899, 1900-1902; Teacher of Science, Idaho Industrial Institute, Weiser, Idaho, 1904-1907; Graduate Instructor in Chemistry, University of Washington, 1908-1909.

JOHN STEELE DOWNING, A. M.,

CHEMISTRY, 1912-1913

- B. S., Haverford College, 1911; Assistant in Chemistry, *ibid*, 1911-1912; A. M., *ibid*, 1912.

CLEMENT ORESTES MEREDITH, A. B., PH. D.,

LATIN

- A. B., Guilford College, 1900; A. B., Haverford College, 1901; Chautauqua, New York, Summer, 1901; Principal Guilford Graded School, North Carolina, 1901-1902; Professor of Latin, Guilford College, 1902-1906; Scholar in Latin, Greek, and French, Johns Hopkins University, 1906-1908; Professor of Latin, Guilford College, 1908-1909; Student of Classical Philology in University of Berlin, 1909-1910; American School at Rome, Spring, 1910; Professor of Latin, Guilford College, since 1910; Ph. D., Johns Hopkins University, 1912.

ALPHEUS DIXIE CROSBY, A. B.,

ENGLISH

- A. B., Dartmouth College, 1910; Instructor in English, French and Mathematics, Poughkeepsie High School, New York, 1910-1911; Professor of English Literature, Guilford College, 1911-1912.

WILLIAM HERBERT KIBLER, A. B.,

BIOLOGY

- A. B., University of North Carolina, 1906; Assistant in Zoology, University of North Carolina, 1904-1907; Teacher of Science, Durham High School, 1907-1910; Student at United States Fisheries Laboratory, Summers, 1909-1910.

RAYMOND BINFORD, M. S., PH. D.,

BIOLOGY AND GEOLOGY, 1912-1913

- B. S., Earlham College, 1901; M. S., University of Chicago, 1906; Student in Biology, Johns Hopkins University, 1907-1908, 1910-1911; Professor of Biology and Geology, Guilford College, 1901-1910; Student United States Fisheries Laboratory, Beaufort, N. C., Summers, 1908-1911; Fellow Johns Hopkins University, 1911-1912; Ph. D., *ibid*, 1912.

DUDLEY DEWITT CARROLL, A. B.,

HISTORY AND ECONOMICS

- A. B., Guilford College, 1907; A. B., Haverford, 1908; Principal Mountain View Institute, 1908-1909; Graduate Student in Columbia University, Summer, 1910; History and Economics, Guilford College, since 1909.

ALFRED ALEXANDER DIXON, A. M.,

PHYSICS AND ASSISTANT IN MATHEMATICS

- B. S., Guilford College, 1909; A. M., Haverford College, 1911; Assistant in Physics Laboratory at Haverford College, 1909-1911.

MARIAN BRIGHAM RUSTEDT, PH. B.,

FRENCH AND ASSISTANT IN HISTORY

- Ph. B., University of Vermont, 1898; Student in Latin, Harvard Summer School, 1906; Student in French, Institut Feller, Grande Ligne, Quebec, 1906-1907; Student in French, Paris, France, Summer, 1910; Teacher of Language in Vermont, New York and Massachusetts.

JOSEPH H. PEELE, B. S.,

ASSISTANT IN ENGLISH

BERNICE VIVIAN CRAIG,

MUSIC

Graduate of the Depauw University School of Music, Indiana, 1907;
Graduate of Sherwood Music School, Chicago, 1908; in charge of
the Department of Music of the University of Chattanooga, Athens,
and Chattanooga, Tenn., 1908-1909; New England Conservatory,
Summer, 1910.

BLANCHE DAWSON,

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RACHEL E. FARLOW,

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D. D. Carroll, W. H. Kibler, Louisa Osborne, A. A. Dixon

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A. A. Dixon, C. O. Meredith, D. D. Carroll

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Hodgin, Willard Scott	Randleman, N. C.

PREPARATORY—Continued

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Huffines, David Allen	Guilford College, N. C.
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Long, William Taylor	Milton, N. C.
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McBane, Verda Meade	Snow Camp, N. C.
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McLean, Mabel	Raeford, N. C.
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Moorefield, George Henry	Guilford College, N. C.
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Newman, William Oliver	Greensboro, N. C.
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Perry, Thomas Gray	Wilkesboro, N. C.

PREPARATORY—Continued

Poole, Mary Callie	Asheboro, N. C.
Price, Henry Winfield	Miami, Fla.
Price, Thomas Ashby, Jr.	Miami, Fla.
Ridge, Wesley Bagby	Edgar, N. C.
Semans, Thomas B.	Uniontown, Pa.
Simmons, Lilliam Marguerite	Brim, N. C.
Smith, William Alexander, Jr.	Mangum, N. C.
Smithdeal, Ethel Sue	Advance, N. C.
Smithdeal, Fred Alexander	Advance, N. C.
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Stowe, Rosa Annette	Asheboro, N. C.
Stout, Jennie Ethel	Julian, N. C.
Stuart, Luther Lane	Guilford College, N. C.
Stuart, Pauline Efland	Guilford College, N. C.
Stuart, Sarah	Snow Camp, N. C.
Surratt, James Carl	Jackson Hill, N. C.
Swan, George Atmore	Bayboro, N. C.
Swan, Hugh Guyon	Bayboro, N. C.
Tate, Paul	Greensboro, N. C.
Taylor, Paul Talbot	Danbury, N. C.
Thompson, Annie Myrtle	Snow Camp, N. C.
Thompson, Ralph Small	Aurora, N. C.
Thompson, Redding Aycock	Aurora, N. C.
Thompson, Wilbur Lafayette	Snow Camp, N. C.
Vuncannon, Annie Eunice	Asheboro, N. C.
Ward, Cletus Milo	Guilford College, N. C.
Watkins, Benjamin	Wadeville, N. C.
Watkins, Catherine Elmira	Wadeville, N. C.
West, Kathryn Thelma	Greensboro, N. C.
White, Carleton Francis	High Point, N. C.
Winborne, George Baron	Wilson, N. C.
Worth, Phoebe Gertrude	Guilford College, N. C.
Yates, Carolina Ballinger	Guilford, N. C.
Yates, James Fuller	Guilford, N. C.

SPECIAL MUSIC STUDENTS

Crutchfield, Hattie Eugenia	Guilford, N. C.
Fox, Bertha Browning	Guilford College, N. C.
Frazier, Gracett	Guilford College, N. C.
Henley, Annie Maie	Guilford College, N. C.
Lindley, Mary Ruth	Guilford College, N. C.
Mitchell, Annie Odell	Guilford College, N. C.
Moorefield, Lula Roberta	Guilford College, N. C.
Smith, Kate Brittain	Guilford College, N. C.
Stanley, Ruth Rebecca	Guilford College, N. C.
White, Flora Wilson	Guilford College, N. C.

GUILFORD COLLEGE

History

The Society of Friends was among the earliest religious bodies to organize a church in North Carolina. Their church records embrace a period of two hundred and fourteen years. In 1696-1698, John Archdale, an English Friend, was Governor of the Colony of North Carolina and South Carolina. George Fox, the founder of the Society of Friends, spent some time in North Carolina in 1672, and was received with great favor by the colonial officials.

The appeal which the Friends made to each individual in meetings for worship and in all church responsibility naturally called for an educated membership—a true democracy. Accordingly we find among the Friends of our state early discussions of educational needs; and a concern arose in the Yearly Meeting in 1833 for better schools. The eloquent Jeremiah Hubbard pleaded for this cause, and Nathan Hunt, of sacred memory, took the subject under his protecting care. His appeals in behalf of a central school aroused the interest of many Friends in other states, and notably of George Howland of New Bedford, Mass. The decision was reached to found a

boarding school of high grade to meet the needs of the young people. As a result the present Founders Hall was erected, a substantial, two-story brick building, offering accommodations to both boys and girls.

The founders of the school were careful to select a central locality, and a place well reputed for healthfulness of climate and as free as possible from immoral influences or distractions of any kind. They chose a farm six and a half miles west of Greensboro, in a community of progressive, intelligent people. The school was opened on the first day of August, 1837, there being present the first term fifty students—twenty-five boys and twenty-five girls; and it has been operated from that day forward with no interruption, even in the Civil War.

Scarcely any one who knew New Garden Boarding School thirty or forty years ago and
FARM AND who has not recently visited the old
CAMPUS foundation made new by buildings and improved farm and campus, could picture the changed condition.

When twenty-seven years ago David Petty, of Archdale, N. C., took charge of the farm, there was little to induce one to expect in the future such results as recent years have shown. Mr. Petty was a farmer ahead of his time, and believed the red lands of Guilford could be improved by deep plowing and frequent cultivation. He inaugurated a system of land cul-

ture which immediately began to bear fruit. He dug up stumps, built the first silo in this part of the country, and began improvement on the land to the east of Founders Hall, which up to that time was almost worthless. Now one may see the five-acre field in alfalfa.

The dairy was developed under his management, and the dairy products became an important part of table supply and have remained so ever since. The herd of Jersey cattle thus gathered together have helped to enrich the soil, and the enriched soil has added to the crops of hay and corn. The present prospect is toward the stocking of a large part of the farm in grass which will not only yield feed for cattle, but will prevent loss of soil by washing rains, and combine more pleasingly with the campus and thus add to the general appearance of the location.

The aim now is to unify all the resources of the College and turn them to the greatest educational effect. Good farming is a product of better education; and the resources of our state in an agricultural way are to a large extent dormant, awaiting intelligence and energy to bring forth all the supplies needed by our people for consumption, and thus to be the means of vast wealth. Better farming will follow better education and more wealth will ensue, and in turn add more means to education which will begin another circle of improvement and service.

In 1887, the demand for larger accommodations and a more extensive course of studies led to the organization of the institution into Guilford College, and a charter was obtained with authority to confer degrees. Previous to this time Founders Hall had been enlarged and remodeled and fitted for a girls' dormitory. To provide for a boys' dormitory and for class rooms and other academic requirements, the large Yearly Meeting house, erected a few years before, was donated by the Yearly Meeting to the school, and converted into a school building, with lodging rooms for young men on the second floor. This improvised building was destroyed by fire in 1885, and a new academic building was erected on the same foundation, and, in honor of Francis T. King of Baltimore, was named King Hall.

Archdale Hall was built at the same time as a dormitory for young men, and named in memory of the Quaker Governor, John Archdale.

The College began its course in the fall of 1888. During the fifty-one years of the school's existence, many distinguished scholars were engaged in teaching and there was early laid a foundation broad enough and deep enough to prevent in subsequent years any superficial display of pretentiousness, reliance being placed upon the power of inspiring students with the love of truth in the various fields of scholarship.

In this period efforts were made to secure endowment, increase the library and equip laboratories, and found a Museum of Natural History. From time to time additions were made to the permanent funds, English and Philadelphia Friends having supplied an amount equal to ten thousand dollars, now known as the Philadelphia Fund. Many contributions were given from year to year to lessen expenses of students. After the change to Guilford College funds were solicited for buildings and for the increase of endowment.

In 1891 the Y. M. C. A. of the College made appeals for funds to build a hall, and the result was the erection of the present building.

**Y. M. C. A.
HALL**

In 1897 Benjamin N. and James B. Duke, who were educated at the school, gave ten thousand dollars with which to erect a hall that would accommodate the Natural Science departments and also furnish an auditorium. The building was erected in the year stated, and named Memorial Hall in memory of their sister, Mary Elizabeth Lyon.

**MEMORIAL
HALL**

New Garden Hall was erected during the summer and fall of 1907, and was built by the Girls' Aid Committee of North Carolina Yearly Meeting to meet the needs of girls who desire an education and who are

**NEW GARDEN
HALL**

willing to help themselves by lessening the expense of living. New Garden Hall has every convenience of a modern home—steam heat, well furnished rooms, large dining-room and well equipped kitchen. By doing their own work in caring for their rooms and in cooking by turns, the girls in this building live in much comfort and at a comparatively small expense. There are twenty-five rooms that will accommodate fifty girls. Besides, there are two rooms—one for a nursery and one for a nurse—and living rooms for a matron and a reception room, all well furnished, supplied with water and lighted by electricity.

In 1908 King Hall was destroyed by fire. This led to the erection of two new buildings—the Library and the rear of what is intended to be a commodious academic building.

The Library building is one of the most attractive of the College group. It is an \$18,-
LIBRARY 000 structure, of which \$9,000 was given by Andrew Carnegie and the remaining \$9,000 secured by subscription. It is strictly modern in all its appointments, with a fire-proof stack room furnished with steel shelving. In addition to this there is a large vault in which are stored the valuable manuscripts of North Carolina Quaker annals.

The reading room is large, airy and well-lighted—an ideal place for study. This room is furnished in light quartered oak—reference shelving, tables, periodical racks, desk and chairs all harmonizing with the oak finish of the building. The friezes and busts recently purchased add much to the artistic effect of the interior.

There are nearly five thousand volumes in the library, all of which, except about one thousand saved from the fire of January, 1908, have either been purchased or donated since the above named date. The primary object in the selection of books has been use, and, consequently, our facilities for reference work and supplementary reading are especially worthy of comment.

The Library is open daily to students and persons connected with the College. The subscription list not only includes many of our state dailies, but also a goodly number of the best magazines in general literature, as well as those representing special departments of school work. A few foreign publications are also on the list. The Library is well fitted to be what every library should be—the workshop of the College, the center of the intellectual life of the student body.

The rear extension of the proposed new King Hall contains space for eight class rooms
KING HALL and a physical laboratory, and has in the basement the heating plant from which both this building and the Library are heated.

At this time a new dormitory for young men is in process of erection and will furnish
COX HALL suites of rooms—four in a group—for fifty-four young men. The arrangement of this building is ideal, and the accommodations will be strictly up-to-date. It is named Cox Hall.

A new church—the Yearly Meeting house—is being constructed on the campus, located
THE NEW CHURCH opposite the Y. M. C. A. Hall, which will be used for the regular public religious meetings for the community and the College.

There is also a large gymnasium among the group of buildings, 50 x 76 feet, with gallery.
GYMNASIUM It is supplied with apparatus and is much used for athletic training.

These ten buildings, planned and equipped with much care and expense, provide excellent means for conducting the work of the College; and attention is called to them as an indication of the growth of the College, as well as its promise of a continuance of solid educational work.

For young men we have three dormitories, and also the cottages for those who desire to lessen living expenses; and for girls, Founders Hall and New Garden. Founders has recently been renewed entirely

except the walls and roof and made a comfortable, up-to-date home for young women, the expense for which, including heat, has been nearly as great as would be required to erect a new building. New Garden was well planned from the start, and combines many attractive features as well as the conveniences of a modern dormitory.

For academic work, Memorial, containing two laboratories—the chemical and biological—the Museum of Natural History, auditorium, music rooms, two class rooms and the president's office, and the two buildings, the Library and King Hall, afford good facilities for instruction and study.

To any one who will take time to think about it, the large outlay here represented will reveal a fine equipment for doing good work in the field of education; and these buildings will also show a remarkable expansion and a corresponding improvement made at Guilford College in recent years.

One should also take into consideration the location of these buildings, the large farm owned by the College and the athletic fields, especially the very recent work done on the baseball ground, the making of a running track and the leveling of the inclosed circle to be used as a baseball field; and also the work done during the summer for the girls' athletic grounds in the way of leveling and terracing their field west of New Garden Hall. Much more work is to be done in laying out tennis courts for the girls

and in leveling the grounds and putting the same in grass, especially the terracing.

The farm has been conducted with a view to supply the boarding department with milk and butter, and the dairy has in this way served a very useful purpose. The improvement of the soil has gone on from year to year. The electric plant and system of water supply give the place the conveniences of a city with the advantages of quiet surroundings conducive to study and simplicity of living.

These various and excellent arrangements have been made possible by the generosity and helpfulness of a large circle of friends of Guilford College, and everything has been done with a view to giving young people, young women as well as young men, a healthful and stimulating place at which to spend a few years in substantial educational work and training.

These material equipments represent a pretty large outlay of money and thought, and show that the management has in mind the development and maintenance of an education center that shall stand for all that is best in physical, intellectual and moral training. These buildings and their furnishings are intended to be a solid basis for genuine and thorough educational work, and to show to students and to the public that those who are most vitally responsible for the outcome and general effect of Guilford believe nothing is too good or too expensive that is to go into the moulding of the minds and characters of the young

people of our country; that these people deserve the best possible opportunity to become all they are capable of becoming for their own sakes and for the sake of all those whose lives they will in any way affect.

The location of the College may be considered a part of the material equipment, because nothing is more important in the production of strength of body, of mind and of character than environment. The air we breathe, the water we drink, and the food we consume and the total outlay of energy, thought and money should be so co-ordinated as to exert the greatest possible beneficial effect upon the body of young people whose immediate and future interests are at stake.

Every one needs a comfortable and safe place to live, a place in which the very atmosphere, figuratively speaking, will call the mind to the true and the beautiful and the good, and thus tend, in a very powerful way, to bodily and mental vigor, and to that ideal of religious activity in which one by losing one's life shall find it.

The encouragement to make still greater provision for the future which has been received from a wide circle of friends and philanthropists, has led to more earnest efforts to increase the efficiency of the College by increasing the permanent funds. From an early period the school has had assistance in a financial way; but in more recent years the donations to the endowment have greatly increased.

In 1905, an appeal was made to Andrew Carnegie and he responded by giving \$45,000 to be used as a permanent fund. The same year Dr. D. K. Pearsons gave to the College \$25,000 as an endowment to stand for the memory of his friend, Dr. Oliver Woodson Nixon, of Chicago, who was a native of Guilford County, North Carolina. The same year, also, Benjamin N. and James B. Duke gave \$15,000 to the endowment, making their total donations to Guilford \$25,000. Among the benefactors is Samuel Hill who gave \$5,000 in memory of his father, Nathan B. Hill, and \$6,000 subsequently for improvements in buildings and grounds. Dr. Alfred H. Lindley, of Minneapolis, created a fund of \$5,000 to the memory of his daughter, Ella Lindley. In 1904-1905 a fund of \$12,000 was established to the memory of Harriet Green, an English Friend who labored much in the Gospel among the Friends of America. The Francis White Fund of \$5,000 is in memory of Francis White, who in his lifetime gave assistance and great encouragement to the work of education in North Carolina.

The Jonathan E. Cox fund of \$3,000 was established by his son, J. Elwood Cox—endowment.

The Marvin Hardin fund of \$1,300 was established in memory of Marvin Hardin by the Class of 1904—a scholarship fund.

The William Johnson fund of \$1,500—a scholarship fund.

The Richardson Fund of \$2,758 by will of Joseph S. Richardson—a scholarship fund.

The Fowell B. Hill Fund of \$1,000 by will of Fowell B. Hill—endowment.

The Ezra Murray Meader Fund of \$1,000 by will of Elizabeth Meader White—for mathematical department.

The Francis T. King Fund of \$5,000 by will of Francis T. King—for care of buildings and campus.

The Doctor Dicia Baker Fund of \$5,000 by will of Dr. Dicia Baker—for Girls' Aid Committee of North Carolina Yearly Meeting.

The Susanna Osborne Memorial Fund of \$125—for Girls' Aid Committee of North Carolina Yearly Meeting.

The Wells fund of \$1,000—scholarship fund.

The total sum of permanent funds—those named above and others—is \$176,500. The value of material equipment, including buildings, furniture, apparatus, and farm with its outfit, is \$148,500. Total, \$325,000.

REQUIREMENTS FOR ADMISSION

Candidates for admission must furnish evidence of good moral character, and those who come from other schools or colleges must furnish certificates of dismissal in good standing.

Unless admitted on certificate, every student desiring to enter the freshman class will be examined on the following subjects:

I. MATHEMATICS.—Higher arithmetic, including commercial forms and mensuration.

Algebra, as much as is included in any good high school algebra, including quadratics.

Plane Geometry, five books, with original exercises.

II.—ENGLISH.—English grammar, composition, and literature. Candidates for the freshman class are expected to give evidence of a careful study of the works marked "For Study", page 73. They must also give evidence of a general knowledge of the works marked "For Reading", page 73.

III. LATIN.—As much as is contained in any good First Latin book and four books of Cæsar, Cicero's Orations against Cataline, and four books of Virgil, together with exercises in Latin prose composition.

IV.—HISTORY.—United States History as is given in any good high school text-book, such as Fiske's. The Eastern Nations, and Greek and Roman history to the time of Charlemagne.

V. SCIENCE.—Physiology, including anatomy and hygiene, geography, both political and physical, as is contained in good text-books on these subjects.

Students wishing to be admitted to Guilford College with credit for previous work are requested to have the principal or superintendent of the school in which the work was done, fill out a blank similar to the following. Separate blanks will be furnished on application. Such certificates will be accepted only from well-accredited high schools, and for preparatory work only.

Students not presenting certificates will be examined on all studies for which they expect credits.

Examinations for admission and for higher class standing will be held at 9 a. m. and 2 p. m. on the day preceding the opening of each term, and on Monday preceding commencement.

FORM OF CERTIFICATE

SUBJECTS	WEEKS OR YEARS	TEXT-BOOK	GRADE
Arithmetic
Algebra
Common School Geography
Physical Geography
English Grammar
Composition
English Literature
United States History
Ancient History
Latin (Primary)
Physiology
Plane Geometry
Cæsar
Virgil
Cicero
.....
.....
.....

The above is a correct statement of work done by
 *in our school.*

..... *Superintendent,*

Date..... *School.*

GROUPS OF STUDIES

The groups following are constructed in accordance with (1) the required studies and (2) electives. Besides fulfilling the requisite in required studies the student, in any group, must take at least three years' work in a single subject, known as the major subject. The student will select his group according to the major subject which he prefers. The selection of a group should be determined upon entrance into the sophomore year. Electives entitle the student to select any studies which he may choose, not in conflict with the authorized program of recitations, provided always that required studies must take precedence of electives in classification. The program of recitations will conform to the groups as outlined.

It should be noted that all students are required to take one year of Biblical instruction, the groups being so arranged that this may be done either in the sophomore or the junior year or part in each year.

Piano music and the course in Banking also stand as electives in any year except the freshman. But the maximum amount of music which a student may elect shall be two courses of not less than one year of either the intermediate or the advanced grades.

Hours Requisite for Graduation

The courses are evaluated by the term hour, which equals one recitation hour a week for a term (half year).

In each of the eight groups of studies the requisite hours for graduation shall be determined by the sum of all the required studies and the electives, as prescribed in the groups respectively.

Degrees

The degree of Bachelor of Arts will be conferred on any student who satisfactorily completes Group AI, AII, AIII, or AIV, and the degree of Bachelor of Science on any student who satisfactorily completes Group BI, BII, BIII, or BIV, provided in either case said student sustains a good moral character.

COURSES OF STUDY

CLASSICAL GROUPS

Group A1—Ancient Classical

FRESHMAN

Livy	4	Tacitus	4
English	4	English	4
Greek	4	Greek	4
College Algebra and		Solid Geometry	3
Plane Trigonometry	5	Spherical Trigonometry	
		or Methods of Teaching .	2

SOPHOMORE

Latin	4	Latin	4
History	3	History	3
English Composition	2	English Composition	2
Greek	4	Chemistry A	4
Electives	4	Greek	4

JUNIOR

Ancient Language	4	Ancient Language	4
Biology	4	Physiology	4
German or French	4	German or French	4
Electives	4	Electives	4

SENIOR

Psychology	3	Logic	2
German or French	4	German or French	4
Ancient Language	3	Ancient Language	3
Electives	6	Astronomy	2
		Electives	4

Group All—English Classical

FRESHMAN

English	4	English	4
Livy	4	Tacitus	4
College Algebra and		Solid Geometry	3
Plane Trigonometry	5	Spherical Trigonometry or	
German or French	4	Methods of Teaching	2
		German or French	4

SOPHOMORE

History	3	History	3
English Composition	2	English Composition	2
German or French	4	Chemistry A	4
Electives	8	German or French	4
		Electives	4

JUNIOR

English	3	English	3
Biology	4	Physiology	4
Electives	8	Electives	8

SENIOR

English	3	English	3
Psychology	3	Logic	2
Electives	10	Astronomy	2
		Electives	8

**Group AIII—Biblical*

FRESHMAN

Biblical History	4	Biblical History	4
English	4	English	4
Greek	4	Greek	4
College Algebra and		Solid Geometry	3
Plane Trigonometry	5	Spherical Trigonometry or	
		Methods of Teaching	2

SOPHOMORE

Foundations of Chris-		Apostolic Age	4
tianity	4	History	3
History	3	English Composition	2
English Composition	2	Greek	4
Greek	4	Chemistry A	4
Electives	4		

JUNIOR

History Christian Church. 4	History Christian Church. 4
Biology	4
Physiology	4
Greek	4
Greek	4
German or French	4
German or French	4

SENIOR

Psychology	3	Logic	2
Sociology	3	Ethics	4
Electives	10	Astronomy	2
		Electives	8

* Not given in 1912-1913.

Group AIV—Political Science

FRESHMAN

History or Livy	4	History or Tacitus	4
English	4	English	4
Physics	4	Physics	4
College Algebra and		Solid Geometry	3
Plane Trigonometry	5	Spherical Trigonometry or	
		Methods of Teaching ...	2

SOPHOMORE

History	3	History	3
English Composition	2	English Composition	2
Biology	4	Physiology	4
German or French	4	German or French	4
Electives	4	Banking	4

JUNIOR

History	4	History	4
English	3	English	3
Electives	8	Electives	8

SENIOR

Economics	4	Economics	3
Psychology	3	Logic	2
Sociology	3	Ethics	4
Electives	6	Electives	6

Group BI—Chemistry

FRESHMAN

Physics	4	Physics	4
English	4	English	4
College Algebra and		Solid Geometry	3
Plane Trigonometry	5	Spherical Trigonometry or	
German or French	4	Methods of Teaching	2
		German or French	4

SOPHOMORE

Chemistry	4	Chemistry	4
History	3	History	3
English Composition	2	English Composition	2
German or French	4	German or French	4
Analytics	4	Electives	4

JUNIOR

Chemistry	4	Chemistry	4
Biology	4	Physiology	4
Electives	8	Electives	8

SENIOR

Chemistry	4	Chemistry	4
Psychology	3	Logic	2
Electives	8	Astronomy	2
		Electives	7

Group BII—Physics

FRESHMAN

Physics	4	Physics	4
English	4	English	4
College Algebra and		Solid Geometry	3
Plane Trigonometry	5	Spherical Trigonometry or	
German or French	4	Methods of Teaching ...	2
		German or French	4

SOPHOMORE

Physics	4	Physics	4
History	3	History	3
English Composition	2	English Composition	2
Analytics	4	German or French	4
German or French	4	Electives	4

JUNIOR

Physics	4	Physics	4
Mathematics	4	Mathematics	4
Chemistry	4	Chemistry	4
Electives	4	Electives	4

SENIOR

Physics	4	Logic	2
Psychology	3	Astronomy	2
Electives	8	Electives	11

Group BIII—Biology

FRESHMAN

Physics	4	Physics	4
English	4	English	4
College Algebra and		Solid Geometry	3
Plane Trigonometry	5	Spherical Trigonometry or	
German or French	4	Methods of Teaching	2
		German or French	4

SOPHOMORE

Biology	4	Physiology	4
History	3	History	3
English Composition	2	English Composition	2
German or French	4	Chemistry A	4
Electives	4	German or French	4

JUNIOR

Biology	4	Biology	4
Geology	4	Geology	4
Electives	8	Electives	8

SENIOR

Biology	4	Biology	4
Psychology	3	Logic	2
Electives	8	Astronomy	2
		Electives	7

Group BIV—Mathematics

FRESHMAN

College Algebra and		Solid Geometry	3
Plane Trigonometry	5	Spherical Trigonometry .	2
English	4	English	4
Physics	4	Physics	4
German or French	4	German or French	4

SOPHOMORE

Analytics	4	Analytics	4
History	3	History	3
English Composition	2	English Composition	2
Electives	8	Electives	8

JUNIOR

Mathematics	4	Mathematics	4
Biology	4	Physiology	4
Electives	8	Electives	8

SENIOR

Mathematics	4	Mathematics	3
Psychology	3	Logic	2
Electives	8	Astronomy	2
		Electives	8

DEPARTMENTS OF INSTRUCTION

Latin Language and Literature

I. LIVY.—This course embraces two books of Livy and composition weekly. Rapid reading and sight reading on easy passages are employed as tests. Points in history and syntax, together with Livy's style, are emphasized. Four hours a week. Fall term. Freshman.

II. TACITUS.—This course embraces the *Germania* and *Agricola*. Also either the *Poet Archias* of Cicero, or composition, as the case demands, is required. The *Germania* is studied for its intrinsic value as history; the *Agricola* is studied as history and as a biography. The *Agricola* of Tacitus and the *Poet Archias* of Cicero are studied as masterpieces in Latin literature. Four hours a week. Spring term. Freshman.

III. SELECTIONS FROM VIRGIL.—This course embraces *Georgics* I and IV, and selections from the *Æneid*. In this course it is intended to set forth the principles upon which Latin poetry is based, the hexameter being the simplest and best representative of Latin verse. The selections are made with a view to illustrate Virgil's method of developing a National

Epic for the Romans. Virgil's style and syntax are an essential part of the course. Four hours a week. Fall term. Sophomore.

IV. SELECTIONS FROM OVID AND PROPERTIUS.—This course embraces selections from the Elegies of Ovid and Propertius illustrative of this department of Latin poetry. The selections from the Metamorphoses of Ovid are very valuable from the mythology which they contain treated in epic form. Four hours a week. Spring term. Sophomore.

V. HORACE.—Many of the Odes and of the Satires and Epistles, and the Ars Poetica constitute this course. Poetic peculiarities, sentiment, and elegance of expression in Latin verse are among the things studied. Prosody is an essential part of the work. Four hours a week. Fall term. Junior.

VI. CICERO'S TUSCULAN DISPUTATIONS I AND SELECTIONS FROM LUCRETIUS.—This course is given as a study in Roman philosophy. Special attention is called to philosophical thought as expressed by these two authors. The technical meaning of words, and a thorough drill in syntax are emphasized. Four hours a week. Spring term. Junior.

VII. ROMAN COMEDY.—This course embraces the Captivi and Trinumus of Plautus, the Andria and Adelphoe of Terence. It is the intention of this course to give the student an idea of the fundamental

qualities of Roman comedy. It is in the comedy that one finds daily life depicted, and it is in comedy that the daily speech is used,—two very essential elements toward a correct understanding of the literature of a people. Three hours a week. Fall term. Senior.

VIII. TRAGEDY.—This course embraces three Tragedies of Seneca and selections at sight from Gudeman's Latin Literature. Three hours a week. Spring term. Senior.

The Greek Language

I. The first term in the study of Greek is devoted to learning the forms of the language, and doing easy exercises from Frost's Greek Primer. In the second term, two books of Xenophon's Anabasis are read.

II. In the second year, the third book of the Anabasis, and about an equal amount of Herodotus are read in the first term. The second term is given to Homer's Iliad.

III. During the first term of the third year Plato's Apology, Crito, and Thucydides are read. The last term is given to New Testament Greek.

For students electing a fourth year in Greek additional reading matter will be furnished according to the wish and efficiency of the class.

German

Students may take three years of German by election. In that time they can obtain a good knowledge of the German language, and acquire facility in speaking it.

French

I. During the first year the work comprises: (1) careful drill in pronunciation; (2) the rudiments of grammar; (3) easy exercises in translating into French; (4) writing French from dictation; (5) practice in conversation; (6) the reading of about 150 pages of easy French stories. Grammar: François' Beginner's French. Four hours a week.

II. The second year work comprises: (1) the reading of from 300 to 400 pages of modern French in the form of stories and historical sketches; (2) constant practice as in the first year, in pronunciation, grammar, dictation, composition, and construction. Text-books: A Prose Composition and such texts as Dumas' *Le Comte de Monte-Cristo*, Halévy's *L'Abbé Constantin*; Erckmann-Chatrian's *Madame Thérèse*, etc. Four hours a week.

English

Ia. RHETORIC, COMPOSITION, AND LITERATURE.—This course covers in the main the principles of rhetoric and composition, with the frequent writing of

themes which are discussed in personal conferences between the writers and the instructor. Attention is also given to the reading and careful analysis of model prose selections taken from the best English and American writers. In addition to the above, each member of the class is expected to choose one of several elective courses of private reading on which he may expect to be examined at the end of the term. Four hours a week, first term.

Ib. ENGLISH LITERATURE.—The second half year presents a general survey of English Literature from the Anglo-Saxon age to the present day. Lectures, readings in class, outside readings and reports. Four hours a week, second term.

IIa. ELIZABETHAN DRAMA.—This course is intended to acquaint the student with the drama of the age of Elizabeth. It consists of a historical survey of the drama, a study of the playwrights immediately preceding Shakespeare with respect to their influence upon him, a study of Elizabethan society and playhouses, and a few of Shakespeare's early plays. Elective. Three hours a week, first term.

IIb. SHAKESPEARE.—This course is a continuation of *IIa.* The entire term is devoted to the careful analysis of a selected number of Shakespeare's plays and a study of his development as a dramatist. Other plays are read less critically outside the class. Elective. Three hours a week, second term.

* IIIa. NINETEENTH CENTURY PROSE.—During the first half year attention is given to the English prose masters of the nineteenth century, and a more or less critical examination of some of their works. Lectures, readings in class, outside readings and reports. Elective. Three hours a week.

*IIIb. NINETEENTH CENTURY POETRY.—The second half year is devoted to the careful study of some of the principles of literary criticism and their application to the works of the nineteenth century poets. Lectures, readings in class, outside readings and reports. Elective. Three hours a week.

IVa. AMERICAN LITERATURE.—The purpose of this course is to give the student a general survey of American Literature from 1607 to the present day, with a more or less intensive study of the representative writers of each period. Lectures, recitations, outside readings and reports. Elective. Three hours a week, first term.

IVb. EIGHTEENTH CENTURY LITERATURE.—This course presents a study of the literary movements in the eighteenth century and a critical analysis of selected readings from the representative English poets and prose writers. Lectures, readings in class, outside readings and reports. Elective. Three hours a week, second term.

* Not given in 1912-1913.

V. ADVANCED RHETORIC AND COMPOSITION.—A study of formal rhetoric and composition. Personal conferences and criticisms. Required of all sophomores. Two hours a week throughout the year.

Students in upper classes who are deficient in English Composition will be required to do special work in that subject.

* *Biblical*

The Biblical department of Guilford College is organized on an equal basis with other departments of the College. Students of the College who elect Biblical subjects for their major work and complete the general requirements in other studies receive the degree of A. B.

This department, however, offers opportunities of study to students who may not wish to pursue a regular course. There are practical courses open at all times of the year which would be very beneficial to anyone who should spend even a brief residence at the College. Students of this class, not expecting a degree, may enter at any time, though it is always best to enter at the beginning of a term.

I. BIBLICAL HISTORY.—This is an introductory course, preparatory to further study in Biblical interpretation and exposition, intended to give the student

* Not given in 1912-1913.

a comprehensive knowledge of the entire Bible contents. It begins with a study of the earliest centers of civilization, and traces the development of religion and civilization in the light of modern discovery and exploration down to the era of the Hebrew conquest and settlement in Palestine. Each period of Hebrew and Jewish history is then studied historically down to the apostolic period of Christian history. The Biblical writings are viewed in the light of their origin and purpose. The aim of this course, aside from an acquaintance with the long and varied history of the Hebrew race, is to present clearly the course of revelation as apprehended and advocated by the inspired Biblical writers and teachers, and to incite an appreciation of the fundamental grounds of Christian belief. Required of all College students in the sophomore or junior year. Four hours a week. One year.

II. FOUNDATIONS OF CHRISTIANITY.—An advanced course primarily on the history and teaching of Christ, but dealing also with the life and thought of the period in which the Messiah appeared. The chief feature of this course is a constructive study of the methods of Jesus as Savior. Fall term. Three hours a week.

III. THE APOSTOLIC PERIOD.—A study of the rise and progress of Christianity to the close of the first century, A. D., with an examination of the contents of the entire New Testament. Spring term. Three hours a week.

IV. HOMILETICS.—The work in Homiletics comprises two courses.

a. THE WORK OF PREACHING.—An elementary course dealing with the principles of preaching. One hour a week for a year.

b. PRACTICAL HOMILETICS.—An advanced course, embracing sermonizing and a large amount of exegetical and homiletical work in the Scriptures. Two hours a week. Spring term. Primarily for seniors.

V. PROPHECY.—Primarily an expository course on selected portions of the prophetical writings of the Old Testament. But the field and influence of prophecy in the history of Israel and the nature of true prophecy, together with the changes in the prophetical elements of various epochs, will be studied. Three hours a week. Fall term.

VI. THEOLOGY OF JUDAISM.—A course examining into the thought and belief of the Jews as exemplified in some of the later Scriptures of the Old Testament, together with some extra-canonical writings which disclose the popular feelings and hopes of Judaism anticipatory to the advent of Messiah.

VII. CHURCH HISTORY.—A history of the Christian church from the apostolic period to the present time. Four hours a week for a year, except in the last half year of the spring term, three hours a week, when two hours a week will be given to Friends History.

VIII. FRIENDS HISTORY.—This course comprises an outline of the history of Friends and examines extensively the writings of Friends on the subjects of doctrine, worship, polity, and Christian life. Special attention will be given to the status, problems and opportunities of Friends at the present time. This course is optional. Two hours a week. Last half of spring term.

IX. CHRISTIAN DOCTRINE.—This course discusses and examines the various doctrines and tenets of the Christian religion as usually set forth under the title of systematic theology. Three hours a week. Fall term.

X. CHRISTIAN MISSIONS.—A general history of Christian Missions, with special attention to the present fields of missionary activity. Special phases of the missionary work and the lives of great missionaries will be presented by papers and various assignments to members of the class. A seminar course. One hour a week. One year.

History and Economics

I. MEDIAEVAL AND MODERN HISTORY.—In this course the history of Western Europe is studied, outlining the Rise of the Papacy, the Crusades, the Renaissance, the Reformation, the French Revolution, and the Development of Modern Europe. Reference work in the Library and reports on special topics form an essential part of the course. Three hours a week. One year. Elective in Political Science Group in freshman year. Required in all other Groups in the sophomore year.

*II. ENGLISH HISTORY.—This is a study of the political, industrial and constitutional development of England from the earliest period to the present time. Special attention will be given the State, the English Church, the Puritan Movement, the Colonial System and the Industrial Revolution. Reference work and reports are required. Three hours a week. One year. Alternates with Course I as an elective in freshman year in Political Science Group and as a requirement of sophomores in all other Groups.

IIIa. CONSTITUTIONAL HISTORY.—This is a study of the formation and development of the United States government, with a close examination of its present form and workings. It is, therefore, a combination of

* Not given in 1912-1913.

history and advanced civics. A text-book is used, but considerable reference work in the Library is required, the results of which are embodied in themes at regular intervals during the term. The aim is not only to develop a knowledge of the history and workings of the Government, but to stimulate an interest in current political life and its responsibilities. Four hours a week. Fall term. Required in the Political Science Group; elective in junior or senior year in all other Groups.

IIIb. CONSTITUTIONAL HISTORY.—The nature and origin of government will be traced, together with the development of the modern states: England, France, Switzerland and Germany. This is followed by a study of the general form and working of these governments, with emphasis on the legislative, administrative and judicial functions. Reference work on the subject matter of the course and the current political and diplomatic situation in Europe is done in the Library and reports made to the class. Each member of the class is required to make an independent study of some government not treated in the class and write a theme on it. Four hours a week. Spring term. Required in the Political Science Group; elective in junior or senior year in all other Groups.

IV. AMERICAN HISTORY.—This is a course in advanced American History, and deals with origins, movements, and developments rather than mere inci-

dents and facts. A text-book will form the basis of the course, but broad readings, reports, lectures and discussions will form the major part of the work. The study will extend throughout the year, reciting four hours a week, but will be divided into two parts as follows:

(a) Fall term: 1492-1789—Colonial Period, Revolution and Independence, Formation of the Government and Origin of Parties.

(b) Spring term: 1789-1912—National Development and Expansion, Slavery Controversy, Civil War and Reconstruction, Period since the War.

Courses IVa and IVb alternate with IIIa and IIIb and will not be given in 1912-1913.

V. ECONOMICS.—This is a general introduction to the principles of political economy. Its purpose is to give a general understanding of current American economic problems and of the forces underlying our industrial life, thus preparing students for more advanced study and the duties of citizenship. The course consists of text-book, collateral reference work and a theme by each student based on a study of some practical economic problem. Four hours a week. Fall term. Junior or senior.

VI. ECONOMICS.—This course is a continuation of Economics V. In it a more thorough study is made of certain phases of political economy, including money and banking, transportation, corporations and

the tariff. Three hours a week. Spring term. Junior or senior.

VII. SOCIOLOGY.—This course strives to explain the basis of society, the social institutions, social pathology and the remedies, and social psychology and progress. Collateral reading and the study of some current social problem is required of each member of the class. Three hours a week. Fall term. Senior.

Philosophy

I. PSYCHOLOGY.—A course in general psychology, seeking to cover the field of mental facts and processes, supplemented by readings and lectures. Three hours a week. Fall term. Senior.

II. ETHICS.—In this course the trend of Christian ethics will be considered historically, and an attempt is made to find a fundamental basis of moral conduct. The work consists of lectures and notes on assigned readings, together with a theme on some phase of ethical study. Four hours a week. Spring term. Senior.

III. LOGIC.—Careful attention is given in this course to definitions and explanations of the terms, and much practice in processes of reasoning. Two hours a week. Spring term. Senior.

IV. METHODS OF TEACHING.—A practical study of the psychology and methods involved in the teaching of the common school subjects. Last eight weeks. Spring term. Elective.

Mathematics

Ia. COLLEGE ALGEBRA.—Rapid review of quadratics, careful study of theory of exponents, binomial theorem, ratio, logarithms, graphs. Two hours a week. Fall term. Freshman.

Ib. PLANE TRIGONOMETRY.—The definitions and relations of the six trigonometric functions as ratios; circular measurement of angles; proofs of the principal formulas, especially those for the sine, cosine, and tangent of the sum or difference of any two angles whatever, and of double angles and half angles; also the product expressions for the sum of two sines or of two cosines, etc.; the transformation of trigonometric expressions by means of these formulas, the use of inverse functions, and the solution of plane triangles. Three hours a week. Fall term. Freshman.

IIa. SOLID GEOMETRY.—Properties of straight lines and planes, of dihedral and polyhedral angles, of projections, of polyhedrons, including prisms, pyramids, and the regular solids, of cylinders, cones, and spheres, of spherical triangles, and the practical measurements of surfaces and solids. Dissected sphere, truncated cones, prisms, and pyramids with other solids are used in illustration of practical work. Three hours a week. Spring term. Freshman.

IIb. Spherical Trigonometry with simple appli-

cations in Navigation. Two hours a week. Spring term. Freshman.

III*a*. PLANE ANALYTIC GEOMETRY.—Line, circle, and conics, with graphs and problems in loci. Four hours a week. Fall term. Sophomore.

III*b*. SOLID ANALYTIC GEOMETRY.—This is an elementary course in three—dimensional geometry, including the plane, straight line and quadratic surfaces. Five hours a week. Spring term. Sophomore. (Analytic, 3 hours a week. Special topics in Advanced Algebra, 2 hours a week.)

IV*a*. DIFFERENTIAL CALCULUS.—An elementary course, with applications, including maxima and minima, rates and infinite series. Four hours a week. Fall term. Junior.

IV*b*. INTEGRAL CALCULUS.—This course is devoted mainly to the integral calculus of functions of one variable and covers the following subjects: differentials; methods of integration; definite integrals; applications to areas and lengths of plane curves; volumes of solids of revolution; and mechanical applications to work, pressure, etc. Four hours a week. Spring term. Junior.

V*a*. DRAWING AND DESCRIPTIVE GEOMETRY.—A study of the representation of lines, planes, surfaces, and solids and their inter-relations. Text-book is

used and recitations are held upon the problems there stated or explained. A drawing period serves to allow the student to make drawings of original problems which are illustrations and applications of the problems in the book. Intersections, shades and shadows, perspective. The intersections include various forms of the intersections of planes with surfaces and solids, of surfaces with solids, and of solids with solids. Geometrical problems, which include the drawing of the problem in pencil and ink; also a study of simple forms of projection in plane, elevation and section. Cross sections, which includes practice in using drawing instruments in making the conventional signs of sections through different materials. Tracing details, which includes the use of tracing cloth in making tracing from blue prints of standard drawings, and from pencil drawings; also making blue prints from tracings. Four hours a week. Fall term. Senior.

Vb. ENGINEERING, TOPOGRAPHIC AND GEODETIC.—Plane Surveying. The recitations cover the construction, use and adjustment of the compass, transit and level, the use of chains, tapes, rods and other instruments; land surveying computations, including balancing, supplying omissions, finding areas and dividing land; and United States public land surveys. The field work and computations afford practice chiefly in making a traverse and transit and chain, in leveling, in adjustments of transit and level, and in the

computations required to balance and map the traverse. Field work, computations and mapping.

GEODETIC SURVEYING. — Preparation required, Course IIa. The lectures and recitations cover the fundamental geodetic problems of latitude, longitude, time and azimuth with the engineer's solar transit. Practical work in astronomy by use of mariner's compass and sextant; also stadia and plane table work. Three hours. Spring term. Senior.

Vc. DESCRIPTIVE ASTRONOMY.—This course aims to give such information concerning the heavenly bodies and the laws by which they are governed as must be secured by every one who aspires to the possession of a liberal education. The student learns the method of determining the figure, dimensions, distances, motions, physical character, and telescopic appearances of the bodies constituting the solar system, nature of comets, meteors, stars, nebulae.

A small telescope, a solar transit, a student's spectrometer, sextant, clinometer, and sundial enable students to supplement their work with interesting observations as are required. (Text-book, Young's Astronomy.) Two hours a week. Spring term. Senior.

Biology and Geology

I. GENERAL ZOOLOGY.—The object of this course is to give the student a familiarity with the structure

and life processes of selected types of protozoa and metazoa, including vertebrates and invertebrates. The work includes a study of the gross anatomy, histology, physiology, and something of the development of each type of the metazoa. Lectures, text-book and laboratory work. Four hours a week. Text-book, Parker's Practical Zoology. Required of biological science students in the sophomore year.

II. COMPARATIVE ANATOMY AND EMBRYOLOGY OF VERTEBRATES.—The course consists of (1) the dissection of types of vertebrates; (2) the early development of the frog; (3) the embryology of the chick. Lectures, text-book and laboratory work. Four hours a week. Text-book, Lillie's "The Development of the Chick".

III. THE MORPHOLOGY AND PHYSIOLOGY OF PLANTS.—In this course a careful study is made of the morphology of one or two of the four groups of the plant kingdom. This is followed by a study of plant physiology. Four hours a week.

IV. GEOLOGY.—Recitations, laboratory and field work. The common rocks and minerals are studied and identified, their dynamic, structural and historical geology is studied in connection with field trips, stereopticon illustrations, and the examination of fossils, in the laboratory. Four hours a week.

THE BIOLOGICAL LABORATORY

The biological laboratory is a well lighted room in Memorial Hall. It is 19 x 30 feet and is provided with desk-room and lockers for twenty-two students working at a time. It is supplied with water and large sink, part of which can be used for an aquarium. There are also some small glass aquaria and dishes in which to keep material. The laboratory is provided with eleven compound microscopes, eight dissecting microscopes, a rocking microtome, a sliding microtome, a large paraffin inbedding oven, dissecting tools and pans, various re-agents, and stains and staining jars. The department has a college bench lantern with arc light and with attachments for reflection of opaque objects and the projection of microscopic slides. There are at hand for illustrating the various subjects taught, 150 lantern slides and 800 microscopic slides. This collection is constantly growing. The museum, which is a very valuable one, is open for the use of the department.

Chemistry

I. GENERAL CHEMISTRY.—This course comprises a study of the principal elements, their simple compounds, chemical theory, nomenclature, equations, and an introduction to the compounds of carbon. Instruction is given by means of recitations, lectures, excursions and laboratory work. This course is continuous

throughout the year and may not be divided. Four hours. Sophomore year.

IIa. QUALITATIVE ANALYSIS.—The work in this course includes the separation of bases, the detection of acids, the analysis of simple inorganic salts, mixed salts, oxides and the more common organic compounds. Requisite, Course I. Four hours. First half year.

IIb. QUANTITATIVE ANALYSIS.—In this course, analysis of pure salts is made by use of both gravimetric and volumetric methods. Complete analysis of samples of limestone, dolomite, clays, iron, copper, and zinc ores is required. Requisite, I and IIa. Four hours. First or second half year.

III. ORGANIC.—An introductory course dealing with the most important compounds in both aliphatic and aromatic series, with especial attention to those of industrial and physiological importance. Requisite, I and IIa. Four hours. Second half year.

IV. ADVANCED COURSES.—Students who have completed I, IIa, and b, and III may, on consultation, take either of the following:

IVa. Analysis of water, milk, fertilizers, ores, etc. Hours to be arranged.

IVb. ORGANIC.—If a sufficient number desire it, a course dealing with nutrition, the chemical characteristics and nutritive value of foods and the chemical

and legal control of food industries will be given. Four hours. Half year.

IVc. PHYSICAL CHEMISTRY.—A brief study of gases, solutions, molecular weights, equilibrium, electrolytic constants, etc. Text, Morgan's Physical Chemistry for Electrical Engineers. Four hours. Half year.

Not more than two of these courses will be given in the same year.

CHEMISTRY A.—In view of the wide application of chemistry in modern life, at least a half year's work in this subject is required of candidates for a degree in all Groups except AIV and BIV. Course A is arranged primarily for students in the classical and literary courses and deals in a very general way with the principles of the subject and with the most important elements and compounds, attention being given chiefly to practical applications of chemistry in manufacturing processes, fertilizers, fuels, sanitation and foods. This course is necessarily limited and is not recommended to anyone whose program of work will permit his taking Course I. Half of Course I is not, however, the equivalent of this and may not be substituted for it. Four hours. Second half year.

In most courses there are three recitations and four hours laboratory work per week. Where this order is changed two and one-half hours laboratory work are considered the equivalent of one recitation hour.

THE CHEMICAL LABORATORY

The department is equipped with water, gas, electric current, balances, and all apparatus necessary to carry on the courses outlined. It has at its disposal an excellent spectrometer, microscopes, and the projection lantern of the biology department. The college museum furnishes an excellent line of rocks and minerals for illustration, and the department itself has a steadily growing exhibit of chemical and industrial products for use with its courses.

Physics

The physics laboratory is in the basement of new King Hall. The room is 24 x 70 feet and is well equipped for the following courses:

I. An elementary general course, including textbook work, individual laboratory measurements, lecture experiments, collateral reading and mathematical work, making use of algebra and plane geometry. Four hours a week the entire year. Elective. Millikan and Gale's text and manual.

II. GENERAL PHYSICS.—This course is open to those who have completed Physics I and who have a good working knowledge of Plane Trigonometry and the elements of graphing. Mechanics, heat, sound, light, electricity and magnetism are studied in detail. In this course at least one period of laboratory work is

required each week, the chief aim of which is to establish an immediate and vital connection between theory and experiment by accuracy of observation and of measurement. Four hours a week the entire year. The text-book is Hastings and Brach, General Physics.

III. ADVANCED PHYSICS.—Four hours a week entire year.

Bookkeeping and Banking

MODERN ILLUSTRATIVE BANKING AND MODERN ILLUSTRATIVE BOOKKEEPING.—A short course in practical work with checks, drafts, notes, deposits, discounts, and other commercial papers and vouchers.

The extra charge of \$10.00 per term includes blanks and vouchers.

Required in Course AIV, and can be elected in any course.

Department of Music

It is the aim of the department to give such technical and aesthetic training as will enable students to continue their studies independently and also to impart their knowledge. To this end courses have been arranged along those lines which will tend to cultivate taste, develop the mind, and elevate the ideals.

The time required for the completion of these courses will vary, according to the native talent, the previous training, and industry of the student.

Pupils will be taught with reference to their peculiar needs, and aided from the beginning to form habits of attention and thoughtful practice.

COURSES OF STUDY

COURSE I.

Pianoforte, Harmony, two years, History of Music, one year, literary studies equivalent of a High School course or the Guilford Preparatory course. In addition to these, German one year; French, one year; English Literature, one year.

COURSE II.

Voice Culture, Pianoforte through the Freshman year; Harmony, one year; History of Music, one year; literary studies equivalent of a High School course or the Guilford Preparatory course. In addition to these, German, one year; French, one year; English Literature, one year.

PIANOFORTE

Studies: Kühner, Löschhorn, Lemoine, Streabbog, Gurlitt, Smith, Concone, Lambert, Burgmüller and others.

Duets and Trios.

Pieces: Suitable pieces selected with a view to the most rapid advancement of the pupil. Sonatinas by Kullak, Clementi, Haydn and Mozart.

Scales and arpeggios introduced. Memory Work.

FRESHMAN

Studies: Czerny-Germer, LeCouppey, Berens Velocity exercises, Bach's "Little Preludes and Fugues," Czerny Octaves, op. 553, etc.

Pieces by Bohm, Bachmann, Lack, Wachs, Haydn, Merkel, Schumann.

Easier Sonatas by Haydn, Mozart, and Beethoven.

Scales and Arpeggios, major and minor, parallel motion.

Memory Work.

SOPHOMORE

Studies: Czerny, op. 299. Czerny-Liebling studies, Löw Octaves, op. 281, Bach French Suites, and Two-part Inventions.

Pieces: Mendelssohn, Chaminade, Godard, Meyer-Helmund, Karganoff, Reinhold, Dreyschock.

Duets, quartettes, two piano pieces. Sonatas, Mozart, Beethoven.

Scales and arpeggios, major and minor scales in tenths and contrary motion, arpeggios, inverted and contrary.

Memory work.

JUNIOR

Studies: Czerny, op. 740, Czerny "Staccato and Legato," Kullak Octaves, Pischna Progressive Exercises, Clementi-Tausig, "Gradus", Bach Three-Part Inventions. Quartettes and Two Piano Pieces.

Pieces: Schumann, Schubert-Liszt, Raff, MacDowell, Moszkowski, Chopin, Weber, Leschetizky, etc.

Sonatas: Beethoven, Mozart.

Scales, major and minor in thirds and sixths and contrary, arpeggios, inverted and contrary.

Memory work.

SENIOR

Technical work of preceding grades continued.

Pieces: Liszt, Brahms, Weber, Chopin, Vogrich, Schumann, Rubenstein, Rachmaninoff.

Bach Well-Tempered Clavichord.

Candidates for admission into the senior class will be required to pass the following examination at the beginning of the year in which they intend to graduate:

I. Major and minor scales parallel in octaves, thirds, tenths and sixth, and contrary, at the speed of 92 to four sixteenths; arpeggios, major and minor, parallel and contrary and inverted, at the speed of 80 to four sixteenths.

II. Sonata by Mozart.

III. Three part Bach Invention from memory.

IV. Two pieces from memory, studied during the junior year.

VOCAL

Careful attention will be given to correct breathing, voice placing, tone production; the use of the lips, tongue and palate with reference to distinct articulation; all tending toward the development of a natural and easy manner of singing.

Vocalises and Solfeggio: Studies selected from Concone, Panofka, Marchesi, Sieber, Bordogni.

Songs of the best English and American composers, beside those of Mozart, Schubert, Schumann, Franz, Grieg.

French, German and Italian songs in the original text.

Arias from the Oratorios of Handel, Haydn, Mendelssohn.

HARMONY

The difficulties in the study of harmony will be lessened by learning that the rules are derived from certain principles, i. e., the natural tendencies in harmonic and melodic progressions. The study will involve a thorough knowledge of musical notation, intervals, signatures, keys, formation of scales, triads of major and minor scales and their inversions. Simple four-part writing from given bases and sopranos.

Harmonies of the Seventh and their inversions, secondary harmonies of the Seventh and their inversions.

Chords of the Seventh in connection with chords of other tone degrees.

Chords of Ninth, Eleventh and Thirteenth.

Chromatic alterations of the Fundamental Harmonies, Modulations, Suspensions, Organ-Point, Passing-Notes, Passing Chords, Harmonizing Melodies. Text-book, Emery's Elements of Harmony.

HISTORY OF MUSIC

Music before the twelfth century.

Development as an independent art.

Evolution of Folk-Songs: Troubadours, Minnesingers, Meistersingers.

Evolution of Music Forms: Choral, Oratorios, Sacred Cantata, Sonata, Symphony.

Schools of Music: The Netherlands, Flemish, Italian, French, German.

Masters of Music: Palestrina, Handel, Bach, Gluck, Haydn, Mozart, Beethoven.

Lesser Lights: Schubert, Von Weber, Spohr, Mendelssohn, Schumann, Cherubini, Wagner.

FREE CLASSES

SIGHT SINGING.—For those desiring to fit themselves for music teaching in schools, or for chorus singing. Text-book, Root's "Methodical Sight-Singing", Part II.

CHORUS CLASSES.—In these classes students receive training in part-singing.

RECITALS

Realizing that ease and confidence in playing for others can be acquired only by doing so, pupils' recitals will occur at regular intervals, at which pupils will perform studies and pieces in the presence of all the pupils, the numbers given being explained and analyzed.

Two public pupils' recitals will be given during each term.

Pupils will have the opportunity of hearing the best works of the different epochs performed and analyzed.

DIPLOMAS

Candidates for graduation in music, besides completing the prescribed course, will be required to give a finished and satisfactory public recital.

Students who are candidates for a degree will be permitted to substitute a maximum of two courses of not less than one year each, satisfactorily completed, in or above the freshman class in music, for any two electives in the regular academic courses.

Students are charged regular tuition besides the music whether they take other studies or not, and when entering the class in music at the beginning of the term, they are charged the full rate for the term, with no rebate, except in case of protracted sickness.

Domestic Science

The teaching of Domestic Science is of great importance, and the department has been introduced under the charge of Miss Rachel E. Farlow, a graduate of Drexel Institute, Philadelphia. Girls pursuing this subject, may make it elective one hour each term, that is, credit in Domestic Science may count for work in graduation.

THE PREPARATORY SCHOOL

A course of training for students who come to us unprepared for college classes has been arranged and embraces the following subjects:

FALL TERM		SPRING TERM	
English A	5	English A	5
English B	4	English B	4
English C	4	English C	4
Arithmetic	5	Arithmetic	5
Algebra	5	Algebra	5
Primary Latin	5	Primary Latin	5
Cæsar	5	Cæsar	5
Ancient History	4	Ancient History	4
Physiology	4	Physiography	4
Plane Geometry	5	Virgil	5
Cicero	5	Bible	1
Bible	1	Bookkeeping (Elective) .	3
		American History	4

ENGLISH

A. The work in English for the first year in the preparatory course consists of grammar, composition, and literature. Masterpieces in literature are carefully studied and made to serve as topics for drill in composition. Short selections are memorized. Outside reading is also required.

B. Pupils are required in the second year preparatory to study technical English grammar, Elemen-

tary Rhetoric, masterpieces in English and American Literature, and composition. Memory work and outside reading are both required.

C. The third year in English prepares for entrance to the Freshman class in College. For the year 1912-1913 the following will be required:

FOR STUDY.—Shakespeare's *Macbeth*; Milton's *L'Allegro* *Il Penseroso*, *Comus*, *Lycidas*, and some of his *Sonnets*; Scott's *Lady of the Lake*; Arnold's *Sohrab and Rustum*; Carlyle's *Essay on Burns*.

FOR READING.—(Two must be selected from each group.)

I. *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, *Daniel*, *Ruth*, *Esther*; Homer's *Iliad*; Vergil's *Æneid*.

II. *Merchant of Venice*; *As You Like it*; *Twelfth Night*; *Henry V*; *Julius Cæsar*; *Midsummer Night's Dream*.

III. *Robinson Crusoe*; *Vicar of Wakefield*; *Ivanhoe*; *House of Seven Gables*; *David Copperfield*; *Silas Marner*; *Treasure Island*; *Cranford*.

IV. *Pilgrim's Progress*; *Franklin's Autobiography*; *Parkman's Oregon Trail*; *Stevenson's Inland Voyage and Travels with a Donkey*; *Sir Roger de Coverley Papers*; *Macaulay's Essay on Warren Hastings*; *Irving's Sketch Book*.

V. Gray's *Elegy* and Goldsmith's *Deserted Village*; Coleridge's *Ancient Mariner* and Lowell's *Vision of Sir Launfal*; Scott's *Lay of the Last Minstrel*; All of Wordsworth, Shelley, and Keats in *Palgrave's Golden Treasury*; Longfellow's *Miles Standish* and Whittier's *Snowbound*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *Passing of Arthur*; Byron's *Childe Harold*, *Canto IV*, and *Prisoner of Chillon*.

LATIN

Three years in Latin are given in the Preparatory School.

I. PRIMARY LATIN.—This is a five-hour course throughout the first year, and embraces all the essentials preparatory to a study of higher Latin.

II. CÆSAR'S GALLIC WAR AND LATIN COMPOSITION.—This course extends through the second year, embracing four books, I-IV. Composition weekly. An effort is made to develop a ready reading knowledge of Latin. Attention is given to pronunciation, word-forms, case-syntax, moods, tenses, and indirect discourse. Military matters and the geography of the text are emphasized. Five hours a week.

III. CICERO AND COMPOSITION.—This course embraces the four orations against Cataline. Composition weekly. Thorough grounding in prose construc-

tion is aimed at on the linguistic side. Oratorical style, historical and biographical setting are considered.

IV. VIRGIL AND COMPOSITION.—This course embraces four books of Virgil. Composition weekly. Thorough drill in syntax, poetic peculiarities, and prosody are aimed at.

SCIENCE

PHYSIOLOGY.—Physiology is required of preparatory students, or those who enter college conditioned on the subject.

Four recitations a week are given throughout the fall term of the second year of the preparatory course. Besides a general outline of human anatomy, the course deals with the study of the properties, uses and actions of the various parts of the body. The influence of narcotics and alcoholic stimulants upon the various organs is carefully explained. The subject is made interesting and attractive by laboratory experiments, microscopic slides, anatomical models, charts, and projections.

PHYSIOGRAPHY.—An elementary course for preparatory students. Recites four times per week. Besides the text-book work, the class makes a special study of weather conditions, the weathering of rocks, and the development of drainage systems.

HISTORY

One year of History is required of all preparatory students. This is a course in Ancient History, including Oriental, Greek and Roman. Botsford's "Ancient History for Beginners" is the text-book that is used.

ARITHMETIC

COURSE A. This course is designed to enable the student to acquire a practical knowledge of current business methods as well as skill in numerical calculation. The course includes a study of practical measurements, commercial discounts, gain and loss, commission and brokerage, insurance, taxes, duties and customs, interest and banking, equations and cash balance, dividends and investments, and partnership and storage. Five hours a week. Given each term. Text-book, Moore and Miner's Practical Business Arithmetic.

ALGEBRA

COURSE B.—This course includes factoring, common divisors, common multiples, fractions, simple equations and simultaneous equations. Five hours a week. Fall and Spring terms. Text-book, Milne's High School Algebra.

COURSE A.—Elementary graphing, simultaneous equations, zero, fractional and negative exponents, surd quantities, imaginaries, quadratic equations.

Five hours a week. Given each term. Text-book, Stone and Millis.

PLANE GEOMETRY.—Besides the demonstrations of the theorems, the student is required to apply the principles learned in the solution of the original propositions and problems.

The Museum

The Cabinet of Natural History Specimens is one of the most interesting features of the institution. The collection has been formed more especially with reference to giving assistance in class room work than to making a display of peculiar relics. It is a working cabinet rather than a collection of curiosities. We find it indispensable as a means of furnishing examples and illustrations for the various branches of natural history.

Among the most valuable specimens may be mentioned:

The collection of minerals, containing more than two hundred varieties.

Specimens of limestone, including stalactites, stalagmites, and other formations from the Mammoth, Luray, and Wyandot Caves.

A number of rocks, representing igneous, metamorphic, stratified, and glaciated specimens.

A collection of fossils, numbering several hundred, giving a good idea of both animal and vegetable life in the Paleozoic, Mesozoic, and Cenozoic eras.

Volcanic Specimens.—The best of which are from the Sandwich Islands and Mount Vesuvius.

Corals.—More than one hundred specimens from the islands of the Pacific, and Florida.

Shells.—Comprising more than one hundred and fifty land and water species.

Marine Animals.—Consisting of fishes, star-fishes, sea urchins, crabs, etc.

Archaeological Specimens.—More than one thousand in number.

A collection of casts of prehistoric implements, numbering over one hundred specimens, a donation from the Smithsonian Institute. The collection illustrates the development of man through the stone, polished stone, and bronze ages.

Mounted Animals.—One hundred and seventy-five mounted birds and animals. Among them are eleven species of hawks and owls, thirteen species of wild duck taken in North Carolina, a pair of wild turkeys, a buffalo head, a large beaver, a wild cat, two minks, an alligator, and other animals. Also one hundred skins of birds and mammals used in class work.

In collecting for the cabinet great care has been taken to obtain such specimens as will aid in the study of zoology and kindred subjects.

Our cabinet contains more than two hundred varieties of bird's eggs, numbering over 1,200 individuals. This collection includes not only the eggs of our North American birds, but the most prominent orders of South America, Europe, Asia, and Africa. The eggs of the guillimots from the Faroe Islands, and the gulls and auks of Labrador and Iceland are perhaps the most rare. There are also eggs of more than

thirty species of raptores from the United States, Canada, Mexico, Europe, and Asia.

The ostrich eggs from Africa and the penguin from South America are among the most valuable.

We would take this occasion to request any friends of the College, who have material to spare for a cabinet, to donate or deposit it. In either case they will be duly credited, and the specimens will be well cared for and freely used in different departments.

College Organizations

The Henry Clay and Websterian are composed of young men, and the Philomathean and the Zatasian of the young women.

LITERARY SOCIETIES

These societies afford an opportunity for the development of the power of extemporaneous speaking, for training in parliamentary rules, and general culture. The efforts which have been made for improvement during the year are worthy of praise.

While under the control of the denomination of Friends, Guilford College is non-sectarian. In accordance with the purpose of the founders, the religious life of the institution has ever been fostered with earnest solicitude, and its religious influence has been positive and in harmony with evangelical Christianity.

RELIGIOUS PURPOSE

Aside from Christian character, no amount of in-

tellectual training can prepare young men and women for usefulness in life. The College, therefore, regards it of the utmost importance that a positive, healthy, religious life be maintained.

Each school day is entered upon with devotional exercises, in which, by reading from the Bible or other suitable works, or by brief talks and such other exercises as seem most appropriate, special effort is made to promote holiness of life.

All students are required to attend the regular meetings for worship held once a week. Prayer meetings are held each week.

The Young Men's Christian Association, and also the Young Women's, have a large active membership, and exercise a strong and wholesome religious influence. These associations conduct Bible classes, missionary study classes and hold religious meetings; all of which are helpful in maintaining an active religious interest throughout the student body.

The Joseph Moore Science Club was organized a few years ago to offer opportunity to students and members of the faculty who wish to do special work in science. Meetings are held every two weeks, at which lectures are given or discussions held on important phases of modern science.

For the purpose of stimulating interest in literary matters outside the curriculum proper, there is an organization known as the Guilford College Literary Club, which meets every second week during the school year. The meetings are informal, and are participated in by both students and members of the faculty.

The Biblical Research Society is composed of members of the faculty and advanced students. The society meets bi-weekly, when papers are read and discussion held on Biblical topics.

The Biblical Seminar is an organization of young men, who hold bi-weekly meetings and devote themselves to discussion of topics relating to the work of the Christian ministry.

The Athletic Association is an organization whose purpose is to have oversight of the athletic interests of the College, embracing all the forms of physical culture maintained at the College, as baseball, basket-ball, lawn tennis, and track athletics.

The Alumni Association is organized with the following officers: President, D. D. Carroll, '07; Vice-President, Jos. D. Cox, '04; Secretary, Gertrude Wilson, '06; Treasurer, A. A. Dixon, '09; Registrar, Annie F. Petty, '94.

The purpose is to extend aid to the college in various ways.

A loan fund has been created by the Association for assisting students.

The Association has committees on Athletics, the Campus, Literary Productions, all of which, with the Executive Committee, are engaged throughout the year. The President's address each year at the meeting held in commencement week, as well as the annual oration, has often served to awaken a more general interest in the affairs of the college. The Association publishes the August Bulletin, in which reports of the year's proceedings can be found.

Scholarships

Bryn Mawr College offers yearly to the young woman
of the graduating class making the
BRYN
MAWR highest average grade a scholarship
of the value of four hundred dollars.

The candidate is selected on the ground of excellence in scholarship, and must have been a student of Guilford at least two years.

Haverford College offers annually to the young man
of the graduating class making the
HAVERFORD highest average grade a scholarship
of three hundred dollars. No one will be considered eligible as a candidate who has not been a student at Guilford College at least two years.

The Class of 1904, in memory of their esteemed member, Marvin Hardin, whose beautiful life amongst us was brought to a close in October, 1907, have endowed an annual tuition scholarship; the same to be awarded to the sophomore making the best average in the sophomore studies, said amount to be available in the spring of the senior year, and only upon the condition that the student winning the money remain at Guilford during the junior and senior years.

Prizes

The four literary societies, the Websterian, the Henry Clay, the Philomathean, and the Zetasian, each award two prizes every year—an orator's prize and a prize for improvement. These incentives to improvement in debate and composition serve a good purpose in promoting the literary interests of the membership.

The Class of 1905 have established a prize to be awarded each year to the member of FRESHMAN freshman class who delivers the best oration at a contest held near the close of the year. Besides the style of delivery, the composition and literary scholarship evinced by the writer will be considered in determining the successful contestant.

A prize of ten (\$10.00) dollars, open to all undergraduates and graduates, is offered annually for the best paper, oration or lecture on "College Patriotism and the Means of Securing It."

The first award will be made in May, 1912, and will be announced at Commencement. Competitors are urged to discuss the subject on the basis of facts and to avoid mere theories and "fine" writing.

No production will be considered in competition for this prize which contains less than fourteen (1,400) hundred words and which does not give evidence of a study of conditions as they exist in Guilford College.

The committee of award shall consist of the Professors of English and History and a third member to be selected by the President of the College.

Honors

Members of the freshman and of the sophomore classes, pursuing a regular amount of work, whose grades do not fall below 90 per cent. in any subject, shall be entitled to "Honors".

Members of the junior class who receive an average grade of 95 per cent. in their major work and do not receive a grade below 90 per cent. in any subject, shall be entitled to "Special Honors".

Those members of the senior class who have received "Special Honors" in their junior year, and

whose average grade in the senior year does not fall below 95 per cent., shall be entitled to "Highest Honors".

No honors shall be bestowed upon a student whose deportment is unsatisfactory.

Journal

In addition to the regular literary work the societies of the College have for the past twenty-three years sustained the "GUILFORD COLLEGIAN," a journal that occupies a creditable position among college publications.

The COLLEGIAN gives its readers some insight into the student life at the college. It is also a means of developing a taste for literary work and facility in composition on the part of those engaged in its editing.

EXPENSES

The statement below embraces the entire necessary cost of attendance at Guilford College, except for books and stationery. No attempt is made to make a student's expenses appear less than they will actually be; and there is no charge for matriculation.

College Department

Board, tuition and laundry, each term\$104.50

Payable in advance as follows:

September 3rd	\$55.00
November 2nd	49.50
January 18th	55.00
March 22nd	49.50

Preparatory Department

Board, tuition and laundry, each term\$ 99.50

Payable in advance as follows:

September 3rd	\$53.00
November 2nd	46.50
January 18th	53.00
March 22nd	46.50

These figures, \$209.00 or \$199.00 for a year, cover all charges for comfortably furnished rooms in Arch-

dale Hall, Y. M. C. A., or on the third floor of Founders Hall, two students in a room, single spring beds, one 16 c. p. electric light, fuel, board, laundry, bath, use of nursery in case of sickness, and tuition in all regular courses. In case of protracted sickness a charge will be made for medical treatment.

Charges to Day Students

Tuition in College Department, each term . . . \$32.50
 Tuition in Preparatory Department, each term . 30.00

Extra Charges per Term

Room rent on second floor Founders, extra for each student	\$ 5.00
Room rent in Cox Hall, extra for each student	8.00
Chemistry I, IVc, and A	5.00
Other Courses in Chemistry	7.50
Biology	2.50
Astronomy	1.00
Surveying	1.00
Physiology . . . . .	.50
Physics I	2.00
Other Courses in Physics	5.00
Bookkeeping or Banking	10.00
Domestic Science—Sewing	5.00
Domestic Science—Cooking	5.00

Meals to the sick in rooms, except in nursery, will be charged extra.

A graduation fee of \$5.00 is charged at the close of the college course.

Students who have their laundry done at home and who are absent from the college each week from Friday evening to Monday morning are allowed \$10.00 reduction each term.

No reduction will be made for absence for the first two weeks at the beginning or for the last two weeks at the close of a term.

Charges for Music

Piano, half-hour lessons twice a week, per term	. \$20.00
Voice culture, half-hour lessons twice a week,	
per term	20.00
Piano or Voice, half-hour lessons once a week,	
per term	12.50
Harmony and Musical History, per term	2.50
Use of piano for practice, one period daily, per	
term	2.50
Each additional period, per term	2.00
Certificate for graduation in Music	2.50

Club Rates for Board

To meet the demands for cheaper living, arrangement has been made by which young men can furnish their own provisions and board at cost. A dining hall

has been prepared for this purpose. The rooms in cottages are furnished with stoves, bedsteads, mattresses, chairs, tables, and electric lights. The charge of \$15.00 per term for each student covers room rent and wages of a cook in charge of dining-room and kitchen, and wood sawed right length for stove, electric lights and use of bath. The club must meet expense of splitting wood and bringing in wood and water for cook room, and each boy must keep his room swept with no rebate from charges. Provisions may be brought from home and their market value received in credit.

Under this plan of boarding, expense for board need not exceed cost for each student. Students who avail themselves of this system live well, and have the same advantages and are under the same regulations as those who board in the College.

If young men wish to board in the club and room in Archdale Hall or in the Y. M. C. A. Hall, the charge for room rent, laundry and cooking will be \$24.50 per term for each student.

Girls may enter New Garden Hall on the following terms: Each girl agrees to perform cheerfully and satisfactorily her allotted part of the household duties, to pay to the Treasurer of the College \$12.00 per term room rent and to the Matron of New Garden Hall cost monthly, in advance, for board. Board may be paid in provisions at market prices or in money.

Payment of Bills

Payment of all bills for each term must be made in advance—one-half at the beginning and one-half at the middle of the term.

Students, when they enter at mid-term, will be charged from the time of entering until the close of the term, except by special arrangement. In case a student is absent from the College on account of protracted sickness of ten days or more a pro rata part of the money paid will be refunded on presentation of a physician's certificate that he is not able to return. If a student should leave the institution for any other cause or be expelled or suspended, he will forfeit the money advanced.

All communications relating to financial matters should be addressed to the Treasurer, George W. White.

MISCELLANEOUS

Within twenty-four hours after arrival at the College all students are required to meet the Treasurer and make satisfactory arrangement for the settlement of bills, and procure a registration card.

At the beginning of the term, students are expected to observe all the regulations of the college from the time of their arrival. Before taking meals in the dining-room they must enroll their names upon the register in the Treasurer's office. A strict observance of this regulation is expected.

Students who prefer to do so may board and lodge elsewhere than in the college buildings, at such places as are satisfactory to the faculty, and under such regulations and restrictions as may be prescribed.

Students engaging rooms at the beginning of any term are not at liberty to withdraw to any other boarding place during that term.

The privilege of the bath-rooms is not open to students who do not board in the college.

The fact that students board outside the college gives them no exemption from attendance upon study hours, morning collection, meetings for worship, Scripture classes, or lectures.

If any student wishes to have an open account for

books, it is requested that a deposit of five dollars be made to his or her credit in the book and stationery department. A full statement of purchase can be secured at any time and balance due remitted to Mary E. W. White, who has charge of this department. The book store is open Monday, Wednesday, and Friday of each week, 8:00 to 9:00 a. m., and 1:00 to 2:00 p. m.

Boarders furnish the white linen and all covering for their beds, also their own soap, towels, and table napkins.

Great care in all the household arrangements is taken by the Matron for the accommodation and comfort of the students.

Each boarding student is allowed three meals each term free for his visiting friends.

Every student entering the College thereby pledges himself to obey faithfully its laws and regulations.

Special care should be taken to comply with the requirement that all articles of apparel be plainly marked with the name of the owner in full in indelible ink.

No student can have more than a reasonable amount of washing done without extra charge.

It is desirable that all students should be provided with overshoes and umbrellas.

Students upon arrival are expected to report at the President's office. For classification they will consult the Dean.

Rooms in the dormitories will be under the careful daily inspection and supervision of the Matron of the College.

Each occupant is held responsible for the condition of his room, and is required to keep it in decent order.

Occupants are held responsible for disorders occurring in or issuing from a room, and any misappropriation, damage, or defacement of furniture or buildings beyond necessary wear and tear will be paid out of the Athletic Association Contingent Fund, unless settled by the person doing the damage as required.

Students are met at Guilford College station, on railroad leading from Greensboro to Winston-Salem, at the opening of each term, and conveyed to the College. For conveyance to and from the station, a moderate charge will be made to students, teachers, or visitors.

In order to secure safe and prompt delivery, express packages or postoffice money orders for students should be sent in care of Guilford College.

Telegraph and express offices are established at Guilford College railroad station.

The College has telephone connection with Greensboro and other points on the long distance line.

All students sustain a great loss who are not present at the opening of the term.

Applications for leave of absence, or for removal from College, should be made by the parent or guardian directly to the President. Parents who consult

the highest interest of their children will not call them out of school without some urgent reason.

While the management of the College will cordially provide for and encourage every kind of physical training, intercollegiate contests when permitted will be subject to such rules and regulations as the Advisory Board of Athletics may provide.

Discipline

It is taken for granted that any student who enters the institution does so for the purpose of persistent work, and that he will render due respect to the regulations, all of which are designed to promote the general welfare of the College, and to give to each member thereof full opportunity to use the many advantages for study here offered.

Students are put upon their honor, and great pains taken to maintain with all a friendly and helpful relation. The co-operation of all is sought.

If a student shows little or no inclination to study, or fails to co-operate with the faculty in maintaining good order, or engages in practices which are harmful in their influence over others, or to the reputation of the College, his parents or guardians will be informed of the facts and unless amendment be promptly made, he will be dismissed, or his parents requested to withdraw him.

The reading of pernicious literature, the use of

intoxicating drinks, habitual indulgence in profane language, carrying pistols or other dangerous weapons, would be considered grave offenses, and treated accordingly. Gunning is not allowed.

The effect of tobacco on the minds and bodies of the young is so injurious that the College desires to take all proper means to discourage its use, and will not allow it on the grounds or around the buildings. If any students persist in using it elsewhere, their standing will thereby be lowered and so entered on their records.

Donations and Bequests

Any friends of Guilford College who wish to make donations for Special or General Endowment or to leave any bequest to the Trustees of Guilford College, are invited to correspond with President Hobbs.

FORMS OF BEQUESTS

I give and bequeath to the Trustees of Guilford College, Guilford County, North Carolina, the sum of _____ dollars, to be applied at the discretion of its trustees for the general purposes of said College.

I give and bequeath to the Trustees of Guilford College, Guilford County, North Carolina, the sum of _____ dollars, to be safely invested by the trustees of said College and called the _____

Scholarship Fund. The interest on this fund shall be applied, at the discretion of the trustees of said College, to the aid of deserving students.

I give and bequeath to the Trustees of Guilford College, Guilford County, North Carolina, the sum of dollars, to be safely invested by the trustees of said College as an endowment for the support of Professorship for in said College.



J. ELWOOD COX

Guilford College Bulletin



ALUMNI NUMBER

GUILFORD COLLEGE, N. C.

OFFICERS AND COMMITTEES OF THE ALUMNI ASSOCIATION FOR 1912-1913

President	Joseph D. Cox, '04
Vice-President	Eugene J. Coltrane, '07
Secretary	Margaret Davis, '09
Treasurer	Alfred A. Dixon, '09
Registrar	Julia S. White, '91

TRUSTEES OF LOAN FUND

The Treasurer, ex-officio; David White, term expires 1915; Clement O. Meredith, term expires 1914; Otis E. Mendenhall, term expires 1913.

EXECUTIVE COMMITTEE

Emma G. King, Chairman, term expires 1914; Henryanna H. White, term expires 1913; Robert E. Dalton, Jr., term expires 1913; J. Gurney Briggs, term expires 1914; Henry W. Smith, term expires 1915; D. Ralph Parker, term expires 1915.

LITERARY COMMITTEE

Clement O. Meredith, Chairman; Katharine C. Ricks, Richard J. M. Hobbs.

ATHLETIC COMMITTEE

William P. Henley, Chairman; William G. Lindsay, A. W. Hobbs, N. Rush Hodgkin, John B. Woosley.

CAMPUS COMMITTEE

Mrs. Mary E. M. Davis, Chairman; Samuel H. Hodgkin, Henry A. White.

RECEPTION COMMITTEE

Oscar V. Woosley, Chairman; D. D. Carroll, Margaret Davis, Emma G. King, Otis E. Mendenhall.

CHRISTIAN WORK COMMITTEE

Eugene J. Coltrane, Chairman; Alva E. Lindley, Joseph H. Peele, Clara I. Cox, Hazel I. Harmon.

GUILFORD COLLEGE BULLETIN

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GUILFORD COLLEGE, N. C.

VOLUME V

EIGHTH MONTH, 1912

No. 2

ALUMNI NUMBER

J. ELWOOD COX

J. Elwood Cox, who at the annual meeting was elected an honorary member of the Alumni Association, is well worthy of such recognition. Throughout his life he has been intimately connected with New Garden Boarding School, or with its successor, Guilford College. His father and mother, Jonathan E. and Elizabeth Cox, spent a considerable portion of their useful and honorable lives in immediate management of the school, being Superintendent and Matron for many years. As a result their children were educated in the main at this place. The school had eminent teachers in those days. Dr. Nereus Mendenhall, Ezra M. Meader, Mary E. Harris, Samuel C. Collins stood for everything that is best in education, and by their scholarship and character created an atmosphere of genuineness in which both intellectual and moral power found it easy to spring forth and bear fruit. J. Elwood Cox was one time a student at Earlham College.

He received a good business training, and early showed a marked ability in business management.

He was elected a Trustee of Guilford College in 1894. At that time his brother, the late beloved Dr. J. J. Cox, was Chairman of the Board, upon whose death in 1903, J. Elwood Cox was made Chairman, in which capacity he has served ever since, and has evinced an increasing and intelligent interest in the growth of the college and has shown his devotion by giving liberally both of his means and of his time for its welfare.

AUGUST MEETING OF THE ALUMNI ASSOCIATION

The Alumni of Guilford College met at Guilford College, N. C., in King Hall, August 12th, 1911, at 4:30 p. m.

The minutes of the meetings of May 30th and 31st, 1911, were read and approved. By consent the roll call of members was omitted. Those present numbered eighteen.

The chairman of the Committee on the Seventy-fifth Anniversary Celebration being absent, Ida Millis, '03, gave a verbal report of the work done by the committee and recommended the addition of names to the committee. After a motion to that effect, President Carroll, '07, added the names of Annie F. Petty, '94, and C. O. Meredith, '00. The president was given power to appoint other members on this committee if necessary.

The treasurer was directed to pay over \$25.00 as pledged by the Association toward a new lawn-mower for the college campus.

The meeting then adjourned to meet during commencement week in May next at Guilford College.

D. D. CARROLL, '07, *President*,

LAURA D. WORTH, '92, *Secretary pro tem*.

MAY MEETING OF THE ALUMNI ASSOCIATION

The Alumni Association met in King Hall at Guilford College, May 28th, at 4:30 p. m.

President Carroll, '07, called the house to order and the minutes of the August meeting were read and approved. By consent of the Association the roll call by classes was omitted, fifty-nine members being present.

The following annual reports were then read and accepted:

PRESIDENT'S REPORT

Members of the Alumni Association:

Today marks the close of my second term as the head of your organization. As a true measure of the work done and results accomplished, my report will be brief.

The appointment of the various committees was the first task claiming my attention. After some consideration the committees were appointed and stand as they appeared in the Alumni Bulletin of August, 1911. These committees have responded to all calls for service, but have not been very creative in their efforts.

The Alumni Bulletin was published at the regular time and copies mailed to all members of the Association. This Bulletin might be made more interesting if it contained a section devoted to important facts and incidents in which the members of the Association are concerned or involved; also some special articles discussing the welfare and work of our organization.

This brings to mind another recommendation. There is a great need of crystallizing Guilford sentiment and interest in the various centers where there is any considerable number of graduates and old students of the college. This would give the college and its authorities a much needed medium through which to keep in touch with "her own" and to get in touch with those who might be interested in her and her work. This might take the form of local groups organized at such points as Asheboro, High Point, Greensboro, Lexington, etc., which could hold business and social sessions as they desired, with, perhaps, a small banquet or picnic "if the way opened". I hope this idea, if found worthy, may receive attention from the new administration.

A movement has been initiated looking toward the improvement of the college magazine. This includes some special oversight and assist-

ance on the part of the Department of English and the adaptation of a course to stimulate the production of articles suitable for publication in a magazine.

The matter of highest interest to all Guilfordians during the year has been the celebration of the seventy-fifth anniversary, which is now being consummated. Our organization has united with the committees in charge of this occasion and has aided in the preparations for the happy event which we are sharing today. This birthday of our Alma Mater has brought many expressions both from the press and forum which should be a source of pride to us as her children,—and of pardonable pride; for we could not but believe that the modesty, morality and thoroughness attested here today in such splendid terms by the great leaders of the state's educational and civic life are genuine realities. These expressions of confidence, faith and goodwill should arouse in us a new sense of obligation and duty to aid in the enlargement, enrichment, and diffusion of the virtues and opportunities for which our Alma Mater stands. Indeed, this day should be for every Guilfordian an occasion for renewing our vows of faith and devotion.

I thank you most heartily for the trust which you have manifested toward me in the extension of this honor to a second term. I shall always remember the joys of serving our college through it as well as the difficulties of living up to the opportunities for such service.

It is significant just now that our constitution forbids a "third term", so I bespeak a successful and unhampered administration for my successor.

Respectfully submitted,

D. D. CARROLL, '07, President.

REPORT OF TREASURER FOR 1911-1912

September 29, 1911, received from A. W. Hobbs, Treas...	\$ 68.02
March 9, 1912, received from Ida Hutchens on note	20.00
Received during the year fees amounting to	191.00
May 7, 1912, received of W. P. Henley, life membership fee	25.00
Total receipts	<hr/> \$304.02
Sept. 29, 1911, paid loan to Virginia Helms	\$ 30.00
March 9, 1912, paid to L. Lea White, expense	6.50
April 9, 1912, paid for envelopes	4.22
April 9, 1912, paid Craig for printing	2.00
May 8, 1912, paid loan to Virginia Helms	30.00
May 9, 1912, paid Craig for printing	4.25
May 25, 1912, paid D. D. Carroll, expense	1.50
May 29, 1912, paid athletic prize	10.00

June, 1912, paid Wm. G. Gilchrist, for sixty-five Collegian fees at 65c each	42.25
Total amount paid out	\$130.72
Cash on hand	173.30
Value outstanding notes	435.00

A. A. DIXON, Treasurer.

REPORT OF THE EXECUTIVE COMMITTEE

Recognizing the importance and historic value of the occasion, it was decided to combine Alumni Day this year with the seventy-fifth anniversary celebration on commencement day, and Hon. Geo. W. Wilson, '92, was invited to represent the Alumni Association in an address at the anniversary exercises.

In pursuance of our usual custom of acknowledging on this occasion the worth and loyalty of distinguished men and women connected with our college, we deem it a pleasure to recommend the election of Jonathan Elwood Cox to honorary membership in recognition of his long and successful occupancy of the Chairmanship of the Board of Trustees of Guilford College, and the very material growth of endowment and the gathering together of funds for erection of new buildings, and improvement of the old ones, during his administration.

Nominations for officers were sent out to active members as usual and votes from qualified members were received, resulting in a majority of votes for the following: For President, Jos. D. Cox, '04; Vice-President, Eugene J. Coltrane, '07; Secretary, Margaret Davis, '09; Treasurer, A. A. Dixon, '09; Registrar, Julia S. White, '91; Trustee Loan Fund, David White, '90; Member of the Executive Committee, D. Ralph Parker, '04.

The following amendment to the by-laws was presented for consideration by W. P. Henley, '04, and was submitted to the electorate:

"Resolved, that By-law IV be amended to read as follows:

"The annual fee for active membership shall be \$2.00, payment of which will entitle a member to one year's subscription to the College Journal and to vote for officers nominated by the Executive Committee to serve for the ensuing year. In lieu of payment of annual fees an alumnus may, in consideration of \$25.00 cash paid in the treasury, obtain a life membership, with all rights and privileges pertaining to active membership, which shall be construed to include only a ten years' subscription to the College Journal."

Seventy-two votes were received for, and three votes against, the amendment.

Through the solicitation of W. P. Henley and Mary E. M. Davis, a

fund amounting to \$50.00 was received from old students and alumni for a portrait of Priscilla Benbow Hackney, which is now on exhibition at Founders Hall. We commend also the work of W. P. Henley in raising subscriptions amounting to over \$1,000 toward the cost of recent improvements at the college, most of this amount being subscribed by alumni and old students.

We recommend appropriations as follows:

For addition to loan fund	\$30.00
For printing Bulletin	35.00
For campus improvement	10.00
For athletic prize	10.00
For sundry expense	20.00

Respectfully submitted,

H. A. WHITE,

Acting Chairman of the Executive Committee.

REGISTRAR'S REPORT

The Registrar gave a verbal report, stating that during the year she had made an effort to keep in touch with the alumni, noting any change of address or any point of interest or information to the Alumni Association.

REPORT OF THE CHRISTIAN WORK COMMITTEE

To the Alumni Association of Guilford College:

The Advisory Committee to the Christian Associations is glad to report that the work of the two Associations seems to be in very good condition. Upon investigation we find that a very definite influence for good has been exerted upon the entire student body by the Christian young men and young women of the college.

We are particularly glad to note that the Associations are attempting to fix the standard of moral life of the college upon a very high plane. A member of the student body recently remarked that "the Associations are the greatest moral agency in the College." If this is true, the Alumni Association should do all in its power to encourage and strengthen this work, for, after all, the moral influence is the most important phase of college life.

A careful survey of conditions reveals the fact that seventy-five per cent. of the young men in the college are members of the Young Men's Christian Association, and that more than ninety per cent. of the young women are members of the Young Women's Christian Association. In the Bible study classes, conducted by the Associations, all boarding

students have been enrolled. More than fifty per cent. of the same students have been enrolled in voluntary mission study classes.

It is impossible to give accurate statistics on the other phases of Association work, but there is every reason to believe that the entire college community has been uplifted and benefited by the untiring efforts of the members of the Associations.

In conclusion, we desire to state that we believe that the work of the Christian Associations should command and receive the unanimous support of the members of the Alumni Association.

E. J. COLTRANE,
Chairman of Advisory Committee.

REPORT OF LITERARY COMMITTEE

The literary societies have been doing good work this year.

The regular inter-class debates were held and were unusually good. The Sophomores won in the final series.

We are glad to report that a preliminary contest on the subject of Peace was held this year, resulting in the election of Bryant Smith to represent Guilford in the inter-collegiate contest held at Raleigh. Mr. Smith won a brilliant victory for us at this contest. He won a \$10.00 prize here at Guilford and \$75.00 at Raleigh.

The inter-scholastic declamation contest, instituted here two years ago, was quite a success.

The Literary Club has been studying epic poetry this year. This club is a very essential part of our intellectual life.

CLEMENT O. MEREDITH, *Chairman.*

REPORT OF ATHLETIC COMMITTEE

For the year of 1911-1912 Guilford College was fortunate in having for Athletic Director Charles G. Doak. His work was in every way satisfactory, and we are glad to report that his services for 1912-1913 have again been secured, which guarantees that athletics at Guilford will be under efficient management.

During the baseball season of 1912 Guilford College won nine of the fourteen games played on her schedule, making over 60 per cent. to her credit. This does not measure up to some former seasons, but when we take into consideration that over half of the team were new men, and the fact that the weather would permit of but little practice before the season opened, we think the season just closed was highly satisfactory.

In basketball our college team was exceedingly successful, winning over 72 per cent. of the games played. Among the teams defeated were

those of the Universities of Virginia and North Carolina, which gives Guilford a strong claim for the championship of the South.

Some activities have been made in track athletics which were commendable, and we also note that Guilford is playing more inter-collegiate tennis games.

Financially, the season has been highly successful, leaving a nice balance in the treasury.

So close was the contest for the Alumni Athletic Prize, that the committee deemed it wise to follow the precedent of last year, so they accordingly awarded the prize to Chas. F. Benbow and Robert L. Edwards.

Since last year the baseball grounds have been leveled, and the field back of New Garden Hall leveled for the girls' playground.

With the splendid record and improvements made, we may look forward to greater activity the coming year.

On behalf of the committee,

W. P. HENLEY.

REPORT OF CAMPUS COMMITTEE

Some work has been done on the college campus during the year, but not all by the Campus Committee.

A part of the girls' athletic field has been developed and all of it put in grass or clover. Grass has also been sown on the hillside west of King Hall and the Library.

Eighty-six dollars and one cent were paid for tiling and in part payment of lawn-mower. The tiling was used to drain the lawn between Archdale and the power house. Other tiling has been ordered, but no bill for it has been presented.

Much work ought to be done on the campus in the line of walks and drives. The road in front of Founders Hall should be changed according to the architect's plan. Such work is expensive; will not some of the Alumni come to our assistance?

MARY E. M. DAVIS, *Chairman*.

REPORT OF RECEPTION COMMITTEE

Because of the celebrating of the seventy-fifth anniversary of the founding of New Garden Boarding School and Guilford College, the usual reception given by the Alumni Association was enveloped in a much more elaborate function—a real, live, dignified banquet.

This banquet was held amid most auspicious circumstances in the dining-room of Founders Hall, which was so arranged as to present a most pleasing appearance. Covers were laid for some two hundred

guests, with place cards and menu cards bringing out the customs of the early Friends. Brockmann's orchestra from Greensboro furnished music for the occasion. The entire list of courses was prepared and served under the direction of Guilford's Domestic Science teacher.

Along with the delicious viands, toasts were given which were equally refreshing. Mr. Wm. A. Blair, of Winston-Salem, presided as toast-master in his usual graceful and genial manner. Bishop Rondthaler responded to the subject, "Moravians and Quakers", bringing out the convictions, struggles, and victories common to both denominations. He was followed by his son, President H. E. Rondthaler, who brought greetings from Salem College. Next, Hon. J. Y. Joyner spoke on the "Friends and Education", paying the highest tribute to the Friends on account of their quiet, unassuming manner and their unswerving devotion to all the virtues, stating that the name of Friends stood for education. Mrs. L. L. Hobbs followed Mr. Joyner. Her subject was, "Seventy-five Years Ago." She told the history of the founding of the school, mentioning the most prominent Friends connected with it. Then Dr. J. H. Stuart, of Minneapolis, recalled the gay as well as the serious incidents of his experience at New Garden Boarding School. President Hobbs responded to the toast, "Today," giving a very encouraging account of the progress of the college and its present condition. Mr. J. Elwood Cox followed in a similar manner, giving "The Outlook". With "Johns Hopkins and the Friends" as his subject, Dr. W. P. Mustard, of Johns Hopkins University, paid high tribute to the Friends of North Carolina in recognition of the scholarly work of Marshall Elliott, who went from New Garden Boarding School in the early sixties. Dr. Mustard was followed by Miss Clara I. Cox, who responded very fittingly to the subject, "Woman". The last toast was given by President W. L. Poteat, of Wake Forest, whose subject was, "Baptists, Quakers and Schools."

With hearts grateful for past progress and hopeful for future welfare, the banquet was dissolved with a few fitting words from the toast-master.

In behalf of the committee,

O. V. WOOSLEY, *Chairman.*

Motion was made that the Treasurer of the Association and the Business Manager of the Collegian arrange terms by which the members of the Association may have the college magazine, these terms to be referred to the Executive Committee.

George W. Bradshaw, '08, for the committee, reported that

the entire graduating class had made application for membership in the Association and they were gladly received.

Acting upon the recommendation of the Executive Committee, J. Elwood Cox was made an honorary member of the Association.

After the installation of the new officers, the meeting adjourned to meet at Guilford College in August next.

JOSEPH D. COX, '04, *President*,
MARGARET DAVIS, '09, *Secretary*.

ELMINA H. WILSON

The presence at the anniversary celebration of Elmina H. Wilson was the crowning event of the occasion. She alone of all who gathered was a participant in the opening exercises of New Garden Boarding School seventy-five years ago. As a little girl of nine, with her little hair-covered trunk containing two or three calico dresses, she was admitted to the school and felt deeply the importance of the opportunity. As a woman of eighty-four, with rich experiences and a wonderful grasp of things past and present, combined with an overflowing interest and enthusiasm for Guilford, she was a benediction.



ELMINA H. WILSON

GREETING ON BEHALF OF THE ALUMNI ASSOCIATION AT
THE SEVENTY-FIFTH ANNIVERSARY CELEBRATION

George W. Wilson, Class of '92

It is my pleasant duty to express to Guilford College the congratulations of the graduates. In an especial sense is the prosperity of our common mother a joy to us. This happy occasion brings us from scenes of widely different activity, renews former associations, pleasant and hallowed memories, and brings new inspiration. We, your sons and daughters, rejoice in all the good that has come to you through the years. This splendid campus and three hundred acres was never more attractive and inviting than today.

We congratulate you that our fathers located this institution so well, and that in the commercial progress of our state and nation this seat of learning has even become more centrally located and accessible from all points of our great commonwealth. And we believe the future development of this section will bring Guilford College, if possible, even too near to the great highways of our country's travel and commerce.

In climate, in elevation, in purity of atmosphere and water supply, we might search the world and not find a happier spot. And where in any land does nature's beauty so entice the architect to build or tempt the landscape artist to adorn? And yet we congratulate you that there has been much of building and much of adornment, and that from time to time our loyal friends, at times out of their abundance and at times out of a frugal store, have added to all the forms of our equipment; that from noble hearts and generous hands have come these wide acres, Founders Hall, King Hall, Archdale, Y. M. C. A. Building, Memorial Hall, beautiful Library Building, College Gymnasium, New Garden Hall, and all the splendid equipment of garden, farm and field that surround them all, splendid athletic field and track is not to be forgotten; all these with your near \$200,000 endowment placed in your trust for the ambitious youth of our land. How attractive a scene does it all present! And through all the years loyal hearts have planned and faithful hands have wrought.

The old rough wood and field back of Archdale, and that wonderful old barn that a certain four-year-old philanthropist, now one of our graduates, summarily removed, the old board walk and the rough turnip patch to the right, with the two ancient cherry trees, have given place to the art of the landscape gardener. The majestic oak in front of Founders Hall, with its clinging ivy, is still a thing of beauty and of joy. The decayed trunk, the unsightly branches, the festooning poison oak of the old cherry trees are no more.

An English woman who was a great friend of Guilford College was

looking over the campus, accompanied by a young man then in the Sophomore class (now a graduate) who took a great deal of pride in pointing out places of interest around the college. When she saw that splendid oak here in front of Founders Hall, with its clinging ivy, she asked, "Where did this ivy come from?" The Sophomore promptly replied, "From Abbotsford, the beautiful mansion of Sir Walter Scott. Dr.—and his wife were visiting in Scotland, and out of their love and interest for places famous in history and literature they procured a clinging tendril from the walls of that celebrated castle, nursed it across the Atlantic, and planted it there where it now flourishes so luxuriantly." Then going across to the old cherry tree, again she asked: "What vine is that and where did it come from?" "That's poison oak; it came from the Dismal Swamp, and was planted there by Jesse Bundy to protect the cherry trees and save the cherries—for Jessie Bundy had an eye for business when he planted that poison oak vine around the big cherry tree in the garden."

Though you have not sacrificed beauty for utility, you are to be congratulated that beauty and utility have gone hand in hand.

I congratulate you on the inheritance that came to the college from the New Garden Boarding School, the substantial progress of the half century prior to 1888, the wisdom of the founders, the loyalty of all those who became your friends, the earnest and diligent character of the student body.

I am old enough to have been a student at New Garden Boarding School and was a student there for one year. And while it is hard to look back over our lives and tell what days or years were fraught with greatest importance, which labors and what associations were most helpful and what most hurtful, I have always regarded the one year that I spent as a student at New Garden Boarding School not inferior to any in importance.

Two learned men were once discussing the influence of certain secular books, and the question was, What book of human authorship and inspiration was the most hurtful and what book the most helpful. They could not agree, so the question was put to a typical high school boy who happened to be passing that way: "Henry, what book among all books that you know is the most hurtful and what is the most helpful?" and he answered at once: "The most hurtful book to me is a book called 'Cæsar's Commentaries,' and the most helpful one that I know anything about is a book that my chum keeps hid in his trunk, which is a translation to it."

When I think of the years that have come and gone, that one year spent at New Garden Boarding School was in a certain sense fraught with great danger. The first year away from home at school may be an exceedingly hurtful year, and yet it was a year that solved a great many

difficulties, opened up many pathways of thought and investigation, and was helpful in solving all hurtful problems.

I congratulate you on your increased material facilities, your buildings, your library, your chemical and physical laboratories, and all that tends to make life more comfortable and enjoyable.

In this age of progress we may hope to accomplish little without the tools of our respective professions—houses, laboratories, libraries, equipment, new methods, men who are in touch with the spirit of progress, must be had. An age of specialties and specialists, no man having time to master all sciences, we must have the best. Our college professors must have technical knowledge and teaching ability. All of this means that every college must have money for all these facilities and for her endowment. Never was there so much money as now, and yet never was so much spent to so little purpose. We are glad that the section in which we live is a section of increasing prosperity and boundless resources. We believe that among the many things that we have money for will be money for the endowment of colleges—for the endowment of Guilford.

If we compare the amount of money which is spent for military matters in our land in time of peace with the amount spent for colleges and universities, we would find that our country spends \$185,000,000 for the navy alone, and that is more than is spent for all our colleges and high schools; and the whole sum spent for military matters (\$400,000,000) is more than the endowment of every college in our land and more than is spent for charitable and philanthropic institutions of every kind.

But we rejoice that we have such splendid facilities and that now earnest men and women who need training, and who, as all ambitious Americans, are anxious to excel, need not despair for lack of money, and that Guilford College has afforded and does now afford these facilities to hundreds.

As proud as I am of the increased facilities, I am especially proud of that which you have been able to accomplish lacking many of them. This is a commencement occasion, and doubtless dignified literary speech is desirable, but David could not use the armor of Saul; and you will pardon me for indulging in at times the speech of the marketplace and the hustings.

A lecturer was once talking to a crowd of boys, and he put this question to them: "Boys, who was the greatest man that ever lived?" Each one had an answer. The answer was according to the traditions of the fathers. One said John Wesley, another John Knox, another William Penn, another Martin Luther, and another Napoleon Bonaparte, and so on. Finally one little fellow snapped his finger and said, "Please, Mister, I know who it was; it was Robinson Crusoe." "Well, my little man, why do you think it was Robinson Crusoe?" "Cause he hustled

when he didn't have nothing to hustle with." Mr. President, you hustled when you had very little to hustle with.

This is true in a comparative sense, and you are to be congratulated, Mr. President, upon what you have been able to do by the personal influence and power that you and your faithful faculty have exerted over the students at this college when you lacked those facilities that you now possess. Mark Hopkins on one end of a log and an earnest student on the other end, was James A. Garfield's concrete definition of a university, and a definition which has never been excelled.

When a law student at Columbia University, I met many men who held academic degrees from great universities—from Yale, Harvard, Columbia, Princeton, and others, and whose scholastic training had been continuous from childhood. And yet these as a class were not especially notable men in performing the technical work of that law school. Husky fellows from the South and West, whose training had been irregular but who had come in personal contact with the life of the students and faculties of smaller colleges, were doing good work. And as a rule since that time my observation and experience is not different from the principle expressed here—that is, that the smaller colleges in America are doing the most excellent work. And that is true from a variety of reasons. The first is, the importance of personal influence of the college president and his faculty upon the student. An essential factor in the training of any man or woman is that at some time in life, possibly all through the period of youth, we must come in contact with powerful, personal forces. Institutional forces can never supply this need. The dominating strength of character of the men and women who have and now make up the faculty of this college has been worth more to the individual student and the student body than all the facilities that millions of endowment could buy. And the young man and the young woman who attended Guilford College in the years that have gone by have felt the enthusiasm, the inspiration, that comes from personal contact with men and women of character and ability.

In the great universities the professor is often only known by his lectures, his work in the class room or the scientific laboratory, and technical knowledge is developed at the loss of character and enthusiasm. You are to be congratulated at Guilford, even if you were to say that it was only the log, the Mark Hopkins and the Garfield were there.

There is necessarily another defect in the training at great universities, and that is the lack of acquaintance, the intimate acquaintance, the lack of true democracy. There is not a boy or girl however well reared by fond parents and by teachers in the primary and secondary schools but needs the training he receives from the under-graduates in a democratic college. Democracy in life and history has always fostered learning. "The Memphian and Babylonian civilizations built the pyramids

of Memphis, the Temple Thebes, the Towers of Babylon, and carried Sessotris and Ninus on their shoulders from the west of Africa to the banks of the Indus. But through all the long and gloomy ages of their existence there shone forth not one ray of intellectual light, neither historian, orator or poet was heard in their annals." And it remained for frugal, turbulent, democratic Athens, where all men touched elbows in the marketplace, at the academy and in the forum, to give forth stormy eloquence, deep philosophy, impassioned drama, and grave history. "The imperial astronomers of Chaldea went up almost to the stars with their observatories, but it was a Greek who first foretold an eclipse and measured the year." With the old philosopher the most important study of man is man. Where is man better studied than in the small college where the student knows every one and every one knows him? And knowing him thoroughly in all classes of society, we know men everywhere. Men everywhere must be educated by their fellows. You good mothers have taught your boys much that "the herd" around the college will have to rub out. I do not refer to those great principles of right which you have taught them, but all that which is comprehended in the word "spoiled". And happy is the boy or girl that strikes the right kind of student body. And in this the college is but a miniature of the world. When Daniel Webster was asked how he came to be a great lawyer, he said that Jeremiah Mason compelled him to be. Demosthenes would have died unknown had it not been for Aeschines, his great rival. And the student who has not measured his length in a democratic college has lost a great deal. Many of the universities and colleges today are possibly under the blight of a spirit of exclusiveness and are cultivating a race of luxurious snobs. Men and women will go to college not in order to study the great problems of life or to obtain the necessary intellectual culture essential in life's struggles, but in order that they may form what they deem desirable social connections. The result is that they go away from college not only without the necessary training but without ability to adapt themselves to the work of the world—or, roughly say it, are not mixers—can't get along.

I congratulate you, Mr. President, that Guilford has always had an ideal democracy, a magnificent student body, and that it has never had that which we call class distinction, but that boys and girls in all college life are everywhere received and honored as they have given evidence of character, studiousness and ability, and that the ideal spirit of democracy has shone forth in this school as brightly as in any institution in North Carolina, because Guilford has always given the same training, the same opportunities, the same intellectual advantages to its women that it has given to its men. Both men and women have profited by it.

There is no doubt in the mind of any Guilford College graduate that

the young man can be taught something by the young woman, and they will all readily agree that not only has the young woman some faint glimmering of intellect, but however her intellect may differ from that of her brother, it is equal to his, and that she is entitled to an equal intellectual training.

I congratulate you, Mr. President, that Guilford College has always stood in the forefront of modern progress, and that this College has been one of the pioneers in propagating great progressive principles and truths; that its atmosphere has been surcharged with the breath of progress. Now, this may not appear clearly to some of you. What! this conservative Quaker school progressive?

Yes, I do not hesitate to say that this institution has always been very progressive. It may have appeared at times that it was a stickler for certain conservative ideas that appeared peculiar to a great many people of our state and country. I remember very well when I was a student that we thought it would help the program of the exercises for the literary societies if these exercises were varied with song by some of the boys who could sing or who thought they could sing, and that one of the greatest difficulties we encountered was what is known in some places as "histing the tune". Very often it got too high and sometimes it got too low, and woe to the young man who tried to sing in either contingency. So another young man and I (and this young man is now a prominent Presbyterian minister) decided we would borrow a cottage organ and put it in King Hall for the coming entertainment. The organ got as far as one of the society halls. No tune quicker than "Nearer My God to Thee" had ever been played on that organ. Possibly by extra persuasion it could have played "Onward, Christian Soldiers"; but I know of my certain knowledge that it balked when some one dared to attempt "Star-Spangled Banner." But it was noised abroad that that organ was in King Hall somewhere and that we were going to play it at the entertainment. Well, we didn't. I am not sure about it, but I understand that a faculty meeting was held over our wild and wicked act. At any rate, we were ordered to summarily remove the offending instrument, and it was done. But now we have splendid pianos, fine orchestral music, and a well-equipped music department doing good work at Guilford College.

But the habit of the times will creep out in spite of these peculiarities. That is very well illustrated by an incident which occurred in one of the class rooms when I was a student. A very resourceful instructress had finished her work for the lecture hour and was assigning work for the class, and she said, "Now, George, for Monday you may take the work on pages 43-49; and, Laura, for Tuesday you may take the work on pages 49-53." About that time the door opened, and three elderly ladies with grave and kindly faces, and with dresses and bonnets of

a shade of gray that at once proclaimed that they were strict and orthodox, took their seats, after having exchanged the usual greetings. Some of the work remained to be assigned. "Now, James, for *second day thee* will take work on pages 62-67; and, Herbert, for *third day thee* will take work on pages 83-86."

These were but incidents—minor matters of speech and dress. What of the great forward movements of "our" time?

The great forward movements which concern the progress of the world, both in secular and in religious thought, may be well grouped under five great heads:

1. Temperance.
2. Peace.
3. Equal opportunities for women.
4. A freer democracy.
5. Missions.

I do not mean to say that other important questions do not agitate thought of the world; but in our country these are pre-eminent at the present time. The atmosphere around Guilford was ever surcharged with the temperance movement. And in that forward movement which has made North Carolina notable as a prohibition state this college had a great part. In North Carolina this movement has come to stay. And I dare say that if Guilford College had been situated in the State of Alabama and had radiated temperance and truth and taught sound lessons of reason as they were taught from year to year, that state had never repudiated prohibition, nor would its Governor had addressed a convention of liquor dealers and stated in that address that local option was the best solution of the liquor problem. Every intelligent North Carolinian knows that there is no such thing as true local option in a state or a community when a common carrier can place liquor at every man's door in any quantity on the shortest notice. The local option spoken of by liquor dealers means the right which he has to send his product into a little local territory when that small territory has elected—to exclude—had an option to exclude it, which option it is not allowed to enforce.

The great thought of the greatest minds today is turning towards the accomplishment of the dream of the poet, the seer of all ages, viz.: to universal peace. Statesmen today travel from sea to sea advocating this cause. Guilford College has always faithfully taught this great doctrine. When the tempest of fratricidal strife blighted every part of our fair land, here was a quiet spot. It was a tempest that howled without. In these halls this great truth has ever been taught. The theory and the life of those who have ministered here have ever been apostles of universal peace.

Great western states where new and modern thought prevails have

freed women from the conservatism and prejudice of the east. Our great universities and colleges, some in a half-hearted way and some in earnest, have admitted women to the same opportunities that have heretofore been afforded men. Higher education for women has been the practice and theory of Guilford College and New Garden School for seventy-five years.

Do not confuse my use of the word "democracy" with the name of any political party. And I use the word "democracy" ever as the antithesis of the other word of Greek derivation, "aristocracy," the word "republican" as the antithesis of another word, namely, "autocrat". Both of these good words have suffered from the fact that political parties use them as names. This land of ours is today in the throes of great unrest. I had almost said revolution, not that we are likely to fight each other with fire and sword, as in China or in Mexico, but on every hand goes on in church and state a social contest, upon the proper determination of which hangs the very safety of our republic. And its proper solution is a freer democracy. Class distinctions in this free land of ours and the suspicions and prejudices that grow out of these distinctions are the greatest menaces to true progress in our church and state. No class distinction ever existed at Guilford College, except that of merit. A true democracy based on individual effort and work has ever dominated these halls. The doctrine and practice of Guilford has ever been the doctrine of an ideal democracy.

The great forward movement of Christianity, this great thought has ever been prevalent at this college. Many of the student body have grasped its importance, and from this hall and various channels of earnest endeavor men and women are engaged in its cause. And the thought was inspired by the progress of this institution under the guidance of the Spirit of all wisdom.

We, Mr. President, your sons and daughters, bring to you this day our tribute of praise. We congratulate you on the generous hearts and the diligent hands of our loyal friends, on your material advantages and prosperity, on what you have been able to accomplish without facilities, on the personal power and character of your president and faculty, on your progress in the past and your hope for the future. May your influence never grow less.

ALUMNI

CLASS OF '89

Robert H. Cronk, B. S.	Pickering, Ont.
Joseph Moore Dixon, B. S.	Washington, D. C.
+ Edward B. Moore, B. S.	303 Pearl St., Richmond, Ind.
Robert Cromwell Root, B. S., 619 O. T. Johnson Bldg.,	Los Angeles, Cal.
+ *Lola Stanley Moore, A. B.	_____
*Lucius A. Ward, B. S.	_____
*Campbell White, B. S.	_____
Florina W. John, B. S.	Fayetteville, N. C.

CLASS OF '90

+ John T. Benbow, A. B.	Winston-Salem, N. C.
Augustine W. Blair, B. S. ...	88 Lawrence Ave., New Brunswick, N. J.
+ Jessica Johnson Dickson, B. S.	Kimberlin Heights, Tenn.
Genevieve Mendenhall Blair, B. S.	88 Lawrence Ave., New Brunswick, N. J.
*Susanna Osborne, B. S.	_____
+ Leonard C. Van Noppen, A. B.	Riverside, Conn.
+ David White, A. B.	Greensboro, N. C.
H. Hermon Woody, A. B.	Guilford College, N. C.

CLASS OF '91

+ Alzanon E. Alexander, B. S.	High Point, N. C.
+ Frank B. Benbow, A. B.	Franklin, N. C.
S. Addison Hodgins, B. S.	Greensboro, N. C.
+ Arthur Lyon, B. S.	High Point, N. C.
+ Joseph H. Peele, B. S.	Guilford College, N. C.
+ Elisha D. Stanford, B. S.	Little Rock, Ark.
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NATHAN HUNT

GUILFORD COLLEGE BULLETIN



SEVENTY-FIFTH ANNIVERSARY
NUMBER

PUBLISHED QUARTERLY AT GUILFORD COLLEGE, N. C.

Guilford College Bulletin

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

VOLUME V. ELEVENTH MONTH, 1912 No. 3

THE SEVENTY-FIFTH ANNIVERSARY

The November Bulletin is devoted to the publication of some of the addresses made at the celebration of the seventy-fifth anniversary of the founding of New Garden Boarding School and Guilford College in 1837.

The day was the 28th of May. The commencement program came first, consisting of the President's report, conferring of degrees, and an address to the graduating class by Dr. Wilfred P. Mustard of Johns Hopkins University.

Professor Horace H. Williams made the first address of the celebration, and this was followed by the address of our Governor, W. W. Kitchin. Both these occurred in the morning. In the afternoon President W. P. Few of Trinity College spoke and also Mr. George W. Wilson, of the Class of '92, he speaking on behalf of the alumni. His address was published in the Alumni Bulletin in August. Dr. J. Y. Joyner gave a greeting, and the President read a report on donations which appears in this issue.

The banquet in the evening with the various responses to toasts was a happy closing of the events

of the occasion. Mr. Wm. A. Blair of Winston-Salem presided as toastmaster. The service he rendered both in the arrangement of the program for the evening and his abounding humor and fine judgment shown during the entire banquet deserve great praise.

The address in the evening made by Dr. J. Y. Joyner on the contribution of Friends to the cause of education in our State was a noteworthy educational speech and a noble recognition of the work in North Carolina of New Garden Boarding School and of Guilford College.

A notable address was made by Dr. J. H. Stuart of Minneapolis responding to the toast, "The School as I Knew It". He was a student at New Garden in 1859-1860. His portrayal of conditions then prevailing was full of interest. He praised the solid character of the instruction in the school of that day, instancing as proof thereof his own appreciation of the Greek language inspired in the New Garden School. His fine wit and charming manner made his presence and his words most acceptable.

Elmina H. Wilson, now living in Richmond, Indiana, who was a student at the beginning of the school in 1837, was present; and her remarkable memory of the old days when Nathan Hunt was in the vigor of his useful life, as well as her deep interest in everything pertaining to the present and future welfare of Guilford College, made her a central figure in the celebration.

The presence and kindly speech of Bishop Edward Rondthaler and of his son, the President of

Salem Academy and College, and the address made by President William Louis Poteat of Wake Forest College were highly prized.

**ADDRESS BY PROFESSOR HORACE H.
WILLIAMS OF THE UNIVERSITY
OF NORTH CAROLINA**

To bear the greetings of the University to you today is a double pleasure. To us at Chapel Hill this is a family celebration and I come to rejoice with you in the good fortune that has come to Guilford College and the high service it has rendered the common cause. Then it is a personal pleasure to be here today. Two years of my life were spent in Belvidere in the service of Josiah Nicholson. I was his clerk and lived in his family. I saw all sides of his life. This was 33 years ago. Since then I have seen many men and have had much experience. Next to my mother I place Josiah Nicholson. His influence upon me was elemental. In Harvard University I knew well the greatest thinker America has produced—Dr. Charles Eliot. In Boston I heard America's greatest preacher—Phillips Brooks. Among these deep, elemental forces in my life, I am still inspired by the gentleness, the simplicity, the integrity, the beauty of the life of Josiah Nicholson. For thirty years I have been striving to understand it and make it my own. I beg to offer here today in honor of my friend the result of these studies.

In 1606 Pope Paul V. excommunicated the Republic of Venice. Venice was the centre of the world's commerce. Pope Paul desired to offer to Europe an illustration of his power. He sentenced to hell every man, woman and child in the Republic. The offense of Venice was in refusing to allow the Pope to dictate the election of a new Doge.

Just forty years after this assertion of absolute sacerdotal power George Fox began to preach. He did not stop to enquire whether the sacerdotal power was absolute, he struck at the root of the matter. He denied the right of the sacerdotal system to exist in Christianity. The priest may have his place in Pagan worship, but in Christianity the individual worships and God Himself receives the worship. There is no need of a priesthood and no place for it.

In 1579 the Lutheran theologians of Germany after ten years of labor issued the "Formula of Concord". This was the perfect and final statement of Christianity. According to these men, Christianity is not a sacerdotal system, but a body of syllogisms. If a man accepts these, he becomes a Christian. If he rejects them, he is lost.

In 1619 the Synod of Dort finished its work. This synod was the supreme effort of Calvinism. The formula of Concord must be overthrown. Christianity is not Arminianism—it is Calvinism. John Barneveld—the noblest soul of his day—was put to death. Grotius—the finest scholar in Europe—was imprisoned for life. And we have that terrible, disgraceful struggle of Christian against Christian—the thirty years' war.

Twenty-seven years after the Synod of Dort dissolved, and two years before the thirty years' war was ended, George Fox was preaching—not for the Formula of Concord—nor for the decrees of the Synod of Dort—but the simple truth of Christ. True religion is not a process of syllogisms, nor the acceptance of any creed, but a personal experience of Christ through the spirit.

When Lorenzo the Magnificent was dying, a messenger was hurried to San Marco to ask the presence of Savonarola. The great man came—stood long by the bedside of the wicked prince—turned and left the room—refusing to administer the sacrament and absolve the man from his sins.

Savonarola was a great and good man. I have wondered about this action. The church-world was shocked. The soul of the elegant prince had gone to hell when the priest had it within his power to save him to Heaven. I have thought the great priest may have doubted the power of the sacrament to make clean this wicked life. But the church never forgave Savonarola. The power of the priesthood was lodged in the sacrament. The sacrament was the only channel through which the grace of God reached the soul of man. The priest alone administers it. Such is the sacerdotal system. Savonarola had doubted it. He was marked for persecution and martyrdom.

Luther and Zwingli had an ugly quarrel about the sacrament. When Bruno was elected professor of philosophy in the University of Paris, only one consideration was attached; he must attend the celebration of the mass regularly. This he declined to do. In

1600 Bruno was burned to death by the Inquisition in Rome.

Just forty years after this George Fox was preaching that there was no sacrament. Christ acts not through channels but directly and immediately. When a man sits in the bosom of his family, what need is there for a postal system? When the spirit of Christ touches and lights up the spirit of man, what need is there for channels of grace. The soul of man is already ablaze with light and joy.

From the early days, worship has expressed itself through forms of pomp, beauty and music. Six thousand years ago Brahmanism developed a glorious ceremonial for its worship. The ceremonies in the temple in the days of Solomon were a marvel of pomp and beauty. The man is hardly human who is unmoved by the liturgy of the Catholic worship, the stately dignity, the glorious music, the gorgeous colors, it is indeed beautiful. These things appeal to the senses. They charm and move great crowds.

Europe stood aghast when George Fox announced that there is a higher beauty in simplicity, a deeper, diviner power in silence. The worship of God is sunshine rather than storm and thunder.

No creed, no priesthood, no sacrament, no liturgy—these four things make the message of George Fox, on its negative side, to the world. These four things happen to be the very things about which all the quarrels in religion have raged. No wonder the fighting element in Christianity attacked the Quaker with fury.

Think of the courage of the man! Think of the

vigor of his religious experience that dared to stand alone in the face of the four master passions of human life—and these challenged to the death.

Martin Luther at the Diet of Worms, is to me one of the noble scenes of all time. Luther defied the power of ecclesiasticism. But Luther did not change the dogma of Augustine. He substituted consubstantiation for transubstantiation in the sacrament. And to this day nobody can see any difference except in the spelling of the words. Luther loved the liturgy.

George Fox went far beyond Martin Luther. The average Christian today has gone beyond the position of Luther. It is only the few—the deep, clear thinker—the rich, beautiful, practical Christian in all the many sects of the day that see the great thought of Fox and accept it. It is no wonder the furies were set loose. In 1656 Fox said there were seldom less than 1000 Quakers in prison. Charles II liberated 400 from the tower in one day. If a Christian experience is not any one of these four things, nor all four combined, what can it be? George Fox said Christian life is a very simple thing. It is living every day in the presence of Christ.

Christ himself inaugurated the movement and illustrated it for three years with his disciples.

Christian experience is individual. It is a conscious relation direct and personal, between the individual and God. It is not a product of man's devices, but the source of all activity. It cannot be tested by anything; it is itself the standard of value. There can be no authority over it; Christian experience is itself the highest authority.

Here we find the secret and source of the happy life. It is a life of courage and faith; because it is consciously grounded in the center of power. It is a life of simplicity and peace; because it is in conscious co-operation with the Spirit of Truth. It is a life of freedom and beauty; because there is no place for slavery in a Christian life. Christian life springs from a direct, personal, conscious relation to the essence of truth and righteousness.

But this is no new doctrine. The truth is ancient and clear. As far back as one can go men have felt the power and beauty of this doctrine.

We find a profound grasp of the truth in the Upanishad, spoken by the sage, Shandilya, as follows: "Verily the universe is Brahma. Let him whose soul is at peace worship it, as that which he would fain know. Whose substance is spirit, whose body is life, whose form is light, whose purpose is truth, whose essence is eternity. That is my spirit within my heart. Thereunto when I go hence shall I attain."

The power of the Old Testament is in the fact that man came into direct relation to Jehovah, and they consulted together about the ways of life. True there were days of pomp and ceremonial and priest, but these were barren days. The creative days were when the individual and Jehovah worked consciously together.

So in Christianity we had the Greek fathers and the Latin fathers. This principle of conscious co-operation between God and man is the very essence of the teaching of the Greek fathers. In fact I do not

see how Christianity could have absorbed the Greek world had it not presented this truth.

Justin states the doctrine clearly. God comes near to man. He comes into man. His abiding presence in the soul alone makes goodness possible. That is, right life is due to the animating presence in the individual of the Divine.

Clement rises to a noble view of this doctrine. He thinks of Christ as not only the animating presence in individual life, but in humanity and the world.

Origen loved to quote from Plotinus, "I am striving to bring the God which is in me into harmony with the God which is in the universe." From all eternity, says Origen, by a necessary law of his being, God communicates himself. The light which is the life and blessedness of the whole creation goes forth eternally from the source of light, as the rays go forth from the sun. To exist in relationship is the essential idea of God.

The Latin fathers denied this principle. They condemned Origen as a heretic. They erected the vast sacerdotal system to stand forever between man and God. By this act they condemned humanity to fifteen centuries of slavery. But Augustine, the master spirit in Christianity, the greatest influence in Christianity since St. Paul, states with striking emphasis and earnestness the principle of mysticism. "Say unto my soul, I am thy salvation, but say it so that I may hear thee. I will run after the sound of thy voice and lay hold on thee."

"I will seek thee, that my soul shall live. Our heart rests not until it rests in thee."

George Fox stands in line with this long list of noble thinkers. He not only wrought out the principle—he incarnated it into his daily behavior. And the power of this living truth was contagious.

To me Christianity is the supreme challenge to humanity. It calls man to the infinite, the divine, the perfect life. The challenge is from the infinite directly to the individual. In a thousand ways the spirit invites us and bids us go forward. This is the philosophy of ambition and discontent.

“Bring me men to match my mountains,
Bring me men to match my plains,
Men with empires in their purpose,
And new ideas in their brains;
Men with power to clear through marsh lands
And to cleanse all errors free;
Bring me men to match my mountains,
Bring me men.”

This is God's challenge to man. We are built along infinite lines. The true life of a man is conscious co-operation with God himself.

Such is George Fox's message. And his great work has spread, not in externals, not in the form of number and machinery; but as the sunshine. Everywhere among thinkers today the principle of George Fox is recognized and accepted. It is the principle of peace and good will, of freedom and righteous living.

It is a noble heritage you bear, my friends. No man can give a balance sheet of sunshine. It is the power of life, the power to achieve, the power of the

work of the Society of Friends. We are in a day of press, of forms, of numbers.

We have forgotten the beauty of simplicity, the power of silence, the principle of the leaven. We love Guilford College because it stands for these things.

ADDRESS OF PRESIDENT W. P. FEW OF TRINITY COLLEGE

To Guilford College on this its 75th birthday I bring from Trinity College greetings and great good will. The interest in Guilford College that is felt by all the delegates from other colleges here today is not simply that of comrades in a common cause who find it pleasant and profitable to meet together with fellow workers in free exchange of ideas and sympathies. On a gala day occasion like this we all feel keenly the unity of educational reform and the solidarity of educational institutions. In a very real sense we stand or fall together. The true good of one is the good of another; and the real hurt of one is the hurt of all. Occasions of this sort ought to create in educational institutions of the State a new community of interests and a vital unification of effort. We ought to fight solidly against the ancient foes of light and progress.

I have in recent years frequently heard it said that the colleges of North Carolina ought to be on better terms. Now I should like to see the best of spirit prevail among all institutions of education in the

State. But is there really any way to bring colleges together except in so far as each college approximates the best educational thought and practice of the time? Suppose that fifteen years ago the foremost colleges for men in this State had, for example, adopted and enforced prescriptions for admission, athletic tests, and methods in recruiting students that were in line with the best academic traditions of this country and had made a high sense of public service the chief end of their existence, there would have been nothing left for us to get together on. I do not believe we ever can or ever ought to get together on any lower plane than this. It is futile to cry peace where there is no peace. As Emerson said, "Peace is victory." I believe I can fairly say that Trinity College aspires to set before the State the example of an institution that strives hard to be true to the highest educational ideals, and that, by turning on the light and seeking to fix the blame for existing evils where it belongs, will bravely do its part in making and directing a sound public opinion which alone can breed and sustain really great colleges. It is by this sort of emulation that we may provoke each other to good works and not by quiet acquiescence in the inertia and in the novel or long-established wrongs that appear in all societies. We will gladly join hands with all others who seek as best they can to go upon this high way.

The time is at hand when the colleges of North Carolina should move on. With the industrial revival and the new educational impulse of the present I believe our colleges have an opportunity rare in history to go rapidly in the right direction. But debili-

tated as we are by our American trust in bigness and reliance upon machinery we have become so accustomed to think of ourselves as shut in by hard circumstances and lack of money that we do not fully realize our chance. It is not money we need so much as ideas, not equipment but men deeply dedicated to their high calling. For our patterns let us not look to the leisured and highly salaried professor with all his costly libraries and laboratories, yet dispensing inconsequential facts to pampered and undisciplined youth, but rather to Plato in the groves of Athens or to Jesus in the villages of Galilee imparting fundamental ideas to inspired and inspiring men.

We have been hearing of late a great deal of foolish talk about losing our strong men to other states because they are attracted by the prospect of a broader field or a bigger salary. Now the undeniable fact is that there is no more inviting field in the world for creative teachers than right here and now; and the man who goes elsewhere for a broader field to work in mistakes his own intention. He is not primarily seeking a place to work at all, but a chance to enter more abundantly into the fruits of other men's labors. The man who is seriously influenced by considerations of salary will never be an irreparable loss to any state. Hirelings never can give true service. The "broader field" and the "higher salary" theories of the profession explain the state of mind shared in by many and illustrated by a young friend of mine who having taught successfully for two years suddenly quit, saying that he was tired of teaching other people's children, of pouring his life into other lives and

preparing them for successful achievement, while he himself had no part in the great tasks of human society. This conception of the profession makes of the teacher a mere school keeper, a member of society not much higher in his function than the ancient pedagogue who had purely physical oversight of the children in his charge. It is this idea of the weak passivity of the profession which gives occasion for the oft repeated sneer that "he who can does, he who cannot teaches". The idea is rather widespread, I fear, and is doing the profession more harm than any other single thing today.

Over against this conception we must set the doctrine of the teacher as a worker at the hard tasks of society, as a builder of civilization who, if he be efficient enough, may become a shaping, transforming influence like Moses or Socrates. Thoughts and aspirations are after all the greatest forces in civilization, and from educators and those they educate must come this high leadership in the service of the republic. The measure of the teacher's influence is not the amount or quality of intellectual pabulum that he may dole out to docile children, but the sort of guidance he gives to individual minds, to communities, and to states, and the moral energy that he succeeds in producing. The low estimate in which the teaching profession is held by ambitious Americans will pass when there is in the profession a considerable portion of men with this creative and transforming power. This type of teacher is our chief need, not more elaborate equipment, better technical training, and higher salaries. The presence in the profession

of a considerable number of such teachers will, in due time and without forcing, bring, if not the wage, at least the dignity that will elevate the profession in the eyes of all men; and such teachers can never be bought.

Men and women of originating and shaping power are needed in all times, but they would seem to be especially needed in times of unsettlement and rapid change. In spite of all misgivings, most competent men, actually at the work of upbuilding and rebuilding southern civilization, believe that we are standing now at the very threshold of a new era of growth and development. The belief itself, even if it were not so amply justified by the facts, would tend to produce the expected result. An age of hopefulness is apt to be an age of achievement.

I do not underestimate equipment and organization; but I would emphasize the fact, which we so often overlook in our time, that these things are of no value except in so far as they furnish the means by which competent men and women may work effectively. The one sure way to promote the welfare of our country is to build soundness into the mind and the character of the youth of the state and nation. Those who have command of this source of power must not mistake themselves or be mistaken by others for innocent pedagogues and school keepers. Affording, as it does, opportunity for the exercise of creative ability of the highest order and a wide field for usefulness, life for us teachers, we ought to feel, is not a weak and passive thing, but a great and noble calling.

Despite some superficial appearance to the contrary and despite some real difficulties that must be overcome, I am convinced that this section has the best chance in America to build up at least a few, I will not say big, but genuinely great colleges, within this generation. And therefore, I repeat, there never was in the history of the world a more inviting field for teachers with building power than right here and now; and this sort of teacher is going to be developed and held not by colleges that put their faith in big material resources, but by colleges that are dedicated to great ideas, that are invigorated by noble purposes, and disciplined by sacrifice in the causes of mankind. It is not the material but the ideal that abides and commands. For in the golden heart of youth or in the chastened memories of maturer men, only the white light of burning conviction can give to Alma Mater an ever shining face.

THE FOLLOWING PAPER ON DONATIONS TO
NEW GARDEN BOARDING SCHOOL AND
GUILFORD COLLEGE WAS READ
BY THE PRESIDENT

It would not be possible for want of time to call by name all the persons who have from first to last contributed money to the founding and operation of New Garden Boarding School and Guilford College. I hope it may be profitable to review in very brief

form the salient points in the development of the foundation laid a little more than seventy-five years ago, and to mention some of the leading benefactors in each period of the school's development.

In 1832 a subscription was made in the Yearly Meeting for establishing a school which amounted to \$1,200.00. The first subscription recorded was \$25.00 made by Nathan Hunt. The number of subscribers was two hundred and forty-five. The largest subscription was \$50.00 made by Peter Dicks; the smallest 12½ cents. Elihu Coffin gave seventy acres of land, the value of which was estimated to be \$160.00.

In 1838, through the interest awakened in New England by Nathan Hunt, George Howland gave \$1,000 and in 1841 gave a second thousand. Phineas Nixon and wife gave by will in 1842 a house in Philadelphia which brought the school \$1,400. In 1851 William Hockett willed land in value \$481. Delilah Reynolds in 1862 gave by will real estate to the value of \$1,000. In the meantime many English Friends gave several thousand dollars, partly for building Founders Hall and partly for running expenses. Among these may be mentioned Joseph J. Gurney.

Early in the school's history English Friends, together with Friends in Philadelphia, established a fund which now amounts to \$10,450 and which was the beginning of our present endowment. In 1866 Friends in Baltimore gave \$5,000 towards endowment, and through the efforts of Francis T. King in England and elsewhere, the sum of \$20,000 was added to the permanent fund.

For rebuilding King Hall for the first time, in 1885, many donations were made. The first on record is \$100.00 by E. E. Mendenhall; the second \$500 by Francis T. King; the third \$500 by Dr. C. G. Hussey of Pittsburg. The number of those subscribing was two hundred and twenty-eight.

The installation of an electric light plant was proposed first by the alumni association and contributions were made from members of every class since the organization of the college in 1888. Two subscriptions from outside persons should be mentioned, W. W. Mills and R. J. Reynolds, \$1,000 each.

In 1904 a debt of \$27,000 had accumulated for improvements—waterworks, electric light plant, and repairs—not for running expenses. Allen Jay, for his energy and devotion in raising money to pay off the same, is worthy of commemoration on this anniversary. Subscriptions for this purpose as recorded range from \$6,000 to \$1.00. Total number of subscriptions, one hundred and seventeen.

MEMORIAL HALL

In 1897 a great impetus was given to our work by the donation of this building by B. N. and James B. Duke. A serious need was met thereby and our way made more easy for subsequent expansion and increase of the permanent fund.

New Garden Hall has been the work of the women of North Carolina Yearly Meeting and is a monument to their zeal and industry. Donations came from very many sources. Dr. Dicia Baker provided by will for \$5,000 towards the building. Her will brings

other funds to the Girls' Aid Committee. Samuel Hill gave \$4,000 towards the building. Every room, or nearly every one, in the building is a memorial room, and the plates on the doors will show whose names they commemorate. The building cost \$16,000.

ENDOWMENT

I have mentioned that English and Philadelphia Friends created a fund for the school early in its history of \$10,450. Also that F. T. King was instrumental in raising \$20,000 some years before the college was organized, that is in 1888. In 1886 Dr. Alfred H. Lindley of Minneapolis, at one time a teacher in the school, a native of Randolph County, agreed to give \$5,000 towards a fund of \$50,000 for endowment. This donation Dr. Lindley paid several years before his death and it forms, as he requested it should form, the Ella Lindley Fund, in memory of his daughter. Francis T. King by will and a previous conditional subscription of \$1,000 gave \$6,000. This with other subscriptions and about \$6,000 raised in England, brought up the amount to a little more than \$50,000. A little later Joshua L. Baily, John B. Garrett, John Story Jenks, and David Scull offered \$1,000 each towards raising \$100,000. Eight years ago Andrew Carnegie made an offer of \$45,000 on endowment, provided an equal amount be raised. About the same time Dr. D. K. Pearsons offered \$25,000, provided \$75,000 additional be raised. By securing the first, namely, \$45,000, we secured the latter and added to the endowment that year \$115,000. Among the donors to this fund were B. N. and James B. Duke, who

gave \$15,000, Francis White, who gave \$5,000, Samuel Hill, who gave \$5,000. Other subscriptions ranged from \$3,000 to \$2.00.

In 1904-05 a fund of \$13,000 was established in memory of Harriet Green, an English Friend who labored much in the Gospel among Friends in America.

The Marvin Hardin Fund, \$1,300, was created in memory of Marvin Hardin by the Class of 1904. This is a scholarship fund.

The William Johnson Fund of \$1,500—a scholarship fund.

The Richardson Fund of \$2,758 by will of Joseph S. Richardson—a scholarship fund.

The Fowell B. Hill Fund of \$1,000 by will of Fowell B. Hill—endowment.

The Ezra Murray Meader Fund of \$1,000 by will of Elizabeth Meader White for mathematical department.

The Susanna Osborne Memorial Fund of \$125—for Girls' Aid Committee of North Carolina Yearly Meeting.

The Wells Fund of \$1,000—scholarship fund.

The total sum of permanent funds—those named above and others—is \$176,500. The value of material equipment, including buildings, furniture, apparatus, and farm with its outfit, is \$148,500. Total, \$325,000.



W. A. BLAIR

GUILFORD AT THE PRESENT TIME

By President L. L. Hobbs

Guilford is tonight entering upon her twenty-fifth year as a college—the seventy-sixth of the institution as founded by our worthy fathers in the faith. She has the buildings and other material equipment which you have seen today. A new dormitory is in process of construction. She has an endowment of \$176,500. The farm and stock and all furniture, laboratories, museum, and library may be safely valued at \$150,000.00, or a total of \$325,000.00.

This outfit in its entirety with all the personal energy and faith and devotion of those who love this sacred place is now pledging itself anew to another period of service. This is a constant consecration.

All human institutions are like the people who make them. This is so with states, with the church, with schools, with colleges. A college is like a great personage: what it is at any specific time is determined mainly by what it has been in the past. It is an inheritance with an infusion of the spirit of present day men and women. The larger element is historical; the bloom is from present sunshine and rain and the morning dew. A college, like a man, ought to grow better as it grows older. If it does not, it is in danger of dropping out of the contest altogether.

A college is unlike a man; for the older it grows the more vigorous it becomes, the more stable and

certain and bold and powerful. You cannot say of a college what Horace said of the life of man :

“*Multa ferunt anni venientes commoda secum,
Multa recedentes adimunt.*”

The coming years bring many advantages with
them,

The departing years take many away.

With a college there are no receding years. You can say all the years bring many useful things—experience, good men and women, libraries, wealth, wisdom, quietness, assurance,—along with that modest and unpretentious spirit in which it will be possible, at all times to say with Socrates, “*It seems so to me.*”

Guilford College, including the old school which began in 1837, has gathered into itself from the past the spirit of willingness to rely upon the simple truth as a sufficient spur to activity and ambition; and will not pander, as it never has pandered, to the superficial glitter in a field of human betterment which rests on the basis of truth or rests on no basis at all. Guilford, in order to keep in line with her past, must make no alliance with shams. She stands on the basis of meeting the actual needs of young people whom truth will make free, and whom falsehood will enslave.

Our college is both weak and strong, rich and poor, courageous and timid, in need of many things, in possession of many things. She is weak in so far as she is hampered for want of larger endowment and a consequent increase of teaching power—the keen edge of a “*cythe-bearing chariot*” of intellectual vigor to

stand a two-handed engine at the door of entrenched ignorance: she is strong in will, in endeavor, in faith, and knows that "fighting it out on this line" she will win in the end, and will be winning all the way to the end. In fact, she is winning now. She is poor in achievement when one looks at what ought to be done for education in North Carolina. The helplessness of ignorance is, from the nature of the case, upon each generation as it comes upon the platform. To meet, in an adequate way, all the problems bound up with education as seen from the modern point of view we feel our shortcomings, our needs, our poverty. In another sense she is rich: rich in friends, old friends, new friends, in inheritance from our fathers and mothers in Israel, in location, in material equipment—buildings, endowment, patronage, hope, ambition, faith, love. She is rich, too, in the possession of a faculty whose members are so devoted to the interests and needs of young people in the way of education and character building that they gladly sacrifice much that the world calls great for the sake of giving their lives to constructive, far-reaching educational patriotism.

This devotion on the part of the men and women who give their thought and their energies to the cause of education, this determination to rely upon the truth itself to make men free, and this belief that the higher things of the intellect and spirit have in them an attraction and charm that will, like Massilia in Agricola's day, keep the devotee of learning away from the allurements of vice, have characterized this

institution in the early days, and have come down to us as a legacy of our ancestors; and our wish is that Guilford may continue to be a place which, in the fine phrase of Tacitus, combining and happily blending Grecian refinement and provincial economy, shall be a faithful guide and guardian of youth.

THE OUTLOOK

By J. Elwood Cox, Chairman Board of Trustees

The growth of an institution like this is not unlike the growth and development of an individual. With such an humble beginning, amid environments conducive to the healthiest growth, Guilford College has been strengthened by the very chastening of its early struggles.

Its foundation stone was the faith of its founders and builders, whose characters have been reflected and perpetuated by its splendid work and unmeasured influence for good.

Seventy-five years ago the institution had its origin, by the help of God, in the self sacrifice of our forefathers, who were poor in this world's goods, yet were faithful and brave and faced all sorts of hardships and toil that their children and their children's children might have better educational advantages.

Some one has said that "Poverty is a hard but oftentimes a loving nurse." If fortune denies the luxuries of wealth, she makes generous compensation in the greater love which they alone can ever

know who have faced privations together. In such privations for the betterment of humanity, as they encountered, oftentimes come the truest pleasures of life and the strongest characters. It is not wealth that counts in the making of this world but character. They strove not for the tinsel or show so often sought for in later days, but for true Christian character; and I doubt if any people ever more clearly saw the worth of substance and the mockery of show than they.

A great man recently said, "Give me the hut that is small enough, the poverty that is deep enough, the love that is great enough, and over all the fear of God, and I will raise from them the best there is in human character."

The regular and steady growth of Guilford has been the reward of simple faith, honest effort and unremitting toil. Its character is featured in the manhood and womanhood of those who are wearing its colors in "the world's broad field of battle" rather than in the splendor of its buildings and the luxury of its physical equipment on the beautiful grounds of its campus.

Its life has been the simple life. Without parade of its achievements in the public press, and without boast of its constantly increasing capacity for greater and better work, its forces have been held, weilded and directed to the development of the best there is in the mind and in the body. The result is read every day in the fine record of its students in nearly every state of this great nation.

May I be pardoned for referring to one illustration? The most distinguished living alumnus of Harvard University selects one of the most distinguished sons of this institution, the Hon. Joseph M. Dixon, to command his forces in the fiercest political battle that has ever been waged in the political history of this country, against the most distinguished living alumnus of Yale University.

But the subject assigned me is "The Outlook." My friends, when I recall the foundation on which the college stands, the obstacles it has surmounted, the storms it has weathered, and then reflect on the resources at its command today; the loyalty of its many friends; the enthusiasm of its student body; the long list of those who have gone out from here to help and bless mankind; and the proud position it occupies today in the confidence of the people of the Church and the State, I dare not trust myself in an effort to sketch a picture of the future of Guilford College.

You will not think me pessimistic, however, if I express the hope that she will not in the future change her course and follow too much after the modern idea of searching for the new and the marvelous more than for self sacrificing aid to humanity. It is the greatest good we have done for our fellow man that counts for most as we approach the end.

"The newest is not always the best thing." "The date or luster on the coin does not determine its metal."

Certainly it is that there has never been an hour

in the history of the College when the outlook was as bright as it is today, and that in the rich inventory of North Carolina's educational forces, there is no choicer asset than this institution.

In the immediate future we shall see on our beautiful campus a new and commodious house of worship, a new dormitory for boys, with all modern improvements. The front of King Hall will be erected as soon as needed. Our water and sewer systems are being greatly improved.

And this is not all, our Endowment Fund will be increased so that greater numbers may enjoy the blessings of a course here.

As the new president of Princeton said in his inaugural address a few days ago, we here can say: "While keeping faith with the past we are moving forward to possess new lands of promise and plenty."

I have unbounded faith that as time goes on the Almighty will raise up more Nathan Hunts, George Howlands, Isham Coxes, Nereus Mendenhalls, Jonathan Coxes, Elihu Mendenhalls, whose self sacrificing efforts for education and the uplift of humanity will continue to be felt in the college and the State.

With unwavering faith let us look to "Him who changes not to give us that spirit which is continually renewed, because it continually shares His spirit, to uncover within us such springs of courage and hope" that we may continue to build on the foundation so well laid by those who have gone before.

"JOHNS HOPKINS AND THE FRIENDS"

By Dr. Wilfred P. Mustard

Before I left Baltimore, I was talking with one of my Hopkins colleagues about my visit to Guilford, and I told him—with what I hoped was some secret pride—that I had actually been invited to speak twice on the same day. Then my surprised and envious colleague asked me—what seemed a very unkind and unnecessary question—whether I had ever been in North Carolina before. And—as if that were not enough—he went on to say: “Oh, I suppose they do down there much as we do here. They probably put the commencement speaker on the dinner programme, just as a matter of compliment. So you won’t be expected to say very much.”

I have already had one opportunity of speaking today, so that I ought to take very little of your time this evening. But I must at least say that I bring you the most cordial greetings and congratulations from the Johns Hopkins University, and not merely a formal and official message from the University, but the personal greetings and congratulations of President Remsen and a number of his faculty.

This is hardly the time or the place to rehearse the history or the achievements of the University which I have the honor to represent; but I hope I shall not be wholly out of order if I remind you that, while it has always been counted as a southern institution, it has also been, from the very beginning of its work, a place of national, and even international

importance. And I remind you of this importance, not merely because a Hopkins man is usually expected to mention it whenever he sees a chance, but because I wish to say—and say it in this Quaker gathering—that the Johns Hopkins University has owed a very great deal to the Society of Friends, and even to this particular college.

You may not all be aware that the Johns Hopkins who founded and endowed the University was a member of the Society of Friends, and that in its early years it was known to its friends—and especially to its enemies—in Baltimore as a Quaker institution. Moreover, several members of the first board of trustees—the men who were charged with administering this great trust and shaping the policies of the new university, the men who had the wisdom to secure the best available advice and, what is more, had the courage to follow it, the men who had the heart to attempt and achieve a very notable advance in American education—I say that several of those men were Baltimore Quakers. And when I mention the names of Francis T. King, and James Carey Thomas, and Francis White, I need not stop to tell you how faithfully and how efficiently the duties of their high office were performed.

And as for the faculty of the new University. Are you all aware that three important departments of its work were organized, and for more than thirty years conducted, by “members or attenders” of the Baltimore Meeting, two of them by graduates of Haverford College? I mean the seminaries in Romance

Languages, Semitic Languages, and German. For the last twelve years the department of mathematics, also, has been in charge of a worthy English Friend, Professor Morley, whom I myself helped to train for his present high position, while we were together at Haverford. And I had almost forgotten another brilliant English Friend who rendered a shorter term of service in the early days—I mean Dr. Rendel Harris.

But the Hopkins man who has been most in my mind today is a man who died about two years ago, after nearly thirty-five years of faithful and efficient service. I mean Professor Marshall Elliott, of the Department of Romance Languages.

Professor Elliott was born in North Carolina, in Pasquotank County. He belonged to a Quaker family, and he was educated here at the New Garden Boarding School. Here he was the pupil of a great teacher of that day, Dr. Nereus Mendenhall; and perhaps that one fact will serve to explain much of the story which I have to tell.

In the troublous days of the early sixties he went to Haverford College, and he graduated there in 1866. Then he returned to North Carolina, and taught for a year in his old school. In the following year he went to Harvard, and there also he received the degree of A. B. in 1868. Then he went abroad and spent a long period of eight years in studying many of the languages of Europe. He devoted especial attention to the Romance languages, and he brought himself to know the land, the people, and the language of every Romance country—from

Portugal to Roumania. But he also studied Greek at the University of Athens; and, going still farther east, he made himself familiar with Sanskrit, and Persian, and Arabic. So that when he returned to America, in 1876, he brought back with him an all-round linguistic equipment such as very few Americans have ever possessed—an equipment which enabled him to work for many years side by side and in equal honor with a Gildersleeve and a Bloomfield. For in that very year the Johns Hopkins University opened its doors, and he was called upon to organize and direct its seminary in the Romance Languages.

Perhaps some of you remember, as I do, the position of the teacher of French in many of our colleges some twenty-five or thirty years ago—a position about on a par with that of a dancing master or a teacher of fencing. Indeed, the teacher of French sometimes taught one of the other accomplishments as well. He was very often some impecunious French exile, whose antecedents might be entirely unknown; he had very few hours of work and his pay was correspondingly small; he usually had very little ability as a teacher, he was always utterly innocent of discipline, his courses were more or less a joke, and he was regularly the butt of his students. Today the teacher of French stands on the same level with his colleagues in Latin and English and Mathematics; and that is very largely due to the labors of one single man—to the labors of Marshall Elliott. For if the recent history of our modern language studies were written, his

services, both in the University and without, would justly claim a large share of the space.

I cannot attempt tonight to sketch the work of those thirty-five years, even in the barest outline. Like many of his colleagues, he was called on to organize and direct a kind of work which had never been attempted in America, and he had some special difficulties to overcome—and even some special opposition and prejudice, for at that time there were very few Romance students who were prepared to enter on such advanced work, and even the need of such courses was not very generally recognized. But he was a man of unbounded enthusiasm, and courage, and tenacity, a man, too, of infinite kindness and courtesy and tact, and in spite of all obstacles he made his department a success. In the important work of the training of teachers, it was even a conspicuous success; and as a teacher of teachers his influence has been vastly increased and multiplied. Out of fifty-six doctors of philosophy who graduated from his seminary, every man but one has been a teacher in some college or university. Today the head of the Romance department at Yale is one of Marshall Elliott's pupils; and the same thing may be said of Amherst, of Columbia, of Chicago, of Johns Hopkins, of Virginia, of Stanford, and of a dozen other places. Indeed, I could point to more than one college where the Romance department is in charge of a pupil of one of his pupils; so that his work is being carried on, not only by his academic sons, but also by his grandsons.

But his interests and his influence were not confined to his own seminary, for from the very beginning he regarded his work within the University as having very definite relations to the wider needs of the entire country. In 1883 he brought about the organization of the Modern Language Association, a national organization which has done great service in elevating the standards of American scholarship and improving our methods of instruction. And in that Association he served for nine years as its secretary, and as the editor of its publications.

In 1886 he founded a monthly journal, which was intended to encourage the more technical scholarship in the field of modern languages, and he continued to act as its managing editor up to the time of his death. That journal, called *Modern Language Notes*, is now so well and so widely known that it is hard to think of it as having ever had anything of a pioneer character. And yet one of his closest associates has told us that, when the first number was issued, the subscription list consisted of one solitary name, that for the first seventeen years the journal was printed in a shed in the back yard of his residence, while the editing, and most of the sewing, wrapping, and addressing, was done in his own library.

And the long years of toil and devotion brought their rich reward, even in his own time. He had won and retained the respect and admiration of his colleagues, and in a very marked degree, the deep personal affection of every one of his students. He knew, more than once, the special satisfaction which comes

to the scholar when his work is formally recognized by other institutions than his own. For his services were gratefully and graciously recognized at Princeton, at Wake Forest, and at Haverford. And the Quaker lad who set out just fifty years ago from the New Garden Boarding School lived to have his name enrolled in the Legion of Honor of the Republic of France.

That is a man, and that is a career, that every Guilford man should know.

LETTERS

Pocono Manor P. O., Pa., May 22, 1912.

L. L. Hobbs, President,

Guilford College, N. C.

My dear friend:—I am likely to be here beyond the date of your seventy-fifth anniversary and will therefore, be unable to join you except in spirit, in commemoration of this interesting event. But this does not prevent me from tendering you my hearty congratulations. It would have been an especial gratification to me to be an eye witness of your present flourishing circumstances, so much in contrast with what I remember of the conditions at the time of my first visit at Guilford nearly sixty years ago when there was but one school building and that but indifferently equipped.

I hope this anniversary occasion will afford the participants genuine satisfaction, that you will now

enter upon a new era of prosperity, and that in the healthy growth of your resources there may be a corresponding increase in the usefulness of the college.

I have much pleasure in handing thee herewith a token of my continued interest.

Thy friend sincerely,

JOSHUA L. BAILY.

Check enclosed for \$1,000.

Rosemont, Pa., 1st mo. 8th, 1912.

L. Lyndon Hobbs,

Guilford College, N. C.

Dear friend:—I have this morning been looking over your Bulletin of "Eleventh month, 1911", and with such interest and gratification in the progress of the educational work of Friends in North Carolina since I visited the college—in 1898, I think, when I addressed the graduating class—that I wish to congratulate thee and bid you all God-speed in your vitally important work.

The extension and improvement of your buildings is remarkable, and the additions to your endowment, which are also liberal, could not have been effected had not the evidence been very clear to your many benefactors that your work was of a creditable type and tending to upbuilding of the State in intelligence and in righteousness.

On the occasion of my visit I recall having interesting conversation with thee and perhaps with others, from which I received a clear impression that one of your then greatest difficulties was the necessarily low

grade of preparatory work in Friends' schools throughout the State. It would probably be difficult to procure definite data for comparison of that time and this, but I feel sure you could not be accomplishing what you are had not those conditions been greatly improved. This has been largely wrought through the stimulus the college and its friends have given to preparatory education. Had nothing more been accomplished this would stand as a noble accomplishment.

With a message of love to thy wife, to whom so much is due not only by the college, but by the church far and near, I am with much esteem,

Thy friend,

JOHN B. GARRETT.

"GUILFORD COLLEGE"

(The following toast to Guilford College was delivered by Robert C. Root at a banquet of the Associated Alumni of Friends Colleges in Whittier, California, Third month 29, 1912.)

No greater pleasure could be mine than the pleasure of speaking in behalf of my Alma Mater, Guilford College.

It may be of interest to you to recall the fact that Guilford College had its beginning seventy-five years ago, when New Garden Boarding School opened with 50 students—25 young men and 25 young women. This school always maintained its high standard of

scholarship. It was the only educational institution in the state that kept its doors open during the entire period of the Civil War. Out from the halls of old New Garden Boarding School went not a few of the best teachers and best citizens of Indiana, southern Ohio, and Illinois, and other western states.

It was my good fortune to be a graduate of New Garden Boarding School, and when it became Guilford College in 1888, it was likewise my good fortune to become a member of the first class graduated from the college—the class of '89.

Like the school, the college stood always for the best and truest things in morals, in social life, in civic and political affairs, in education and in spiritual life.

When the Old North State sought to rid herself of the iniquitous liquor traffic, Guilford College sent her best into the struggle. When the late Dr. Chas. D. McIver, of the Greensboro Normal College, President E. A. Alderman, now of University of Virginia, and others began the great campaign for the better education of the young women of North Carolina, Guilford sent Mary Mendenhall Hobbs, the talented wife of her President, into the contest and her splendid abilities did much to win open doors of educational opportunity for the daughters of the state. The fifty years of co-education at New Garden and Guilford College had shown the way for better things—and they came.

Again, it was in the shadow of Guilford College, and on account of the college's influence that the first graded school supported generously by local taxation was opened in the state. Through the efforts of Guil-

ford in the person of the then acting Dean of the College, Prof. Thomas Newlin, now of Whittier, not less than five other counties of the state voted in favor of local taxation to improve the public schools in their respective counties. Through her President and her faculty Guilford College did great service to the state in advancing the cause of general education.

The sons and daughters of Guilford have held and are now holding some of the most important positions as county superintendents, principals of graded schools and teachers in the normal schools of the state—and other states as well.

In other callings, too, Guilford has many sons that as physicians, merchants, manufacturers, railroad men, county officials, district attorneys, members of legislatures and United States Senators, reflect honor upon their Alma Mater.

Furthermore, Guilford has sons and daughters who have heard the call of God and have gone into Cuba, India and Africa, etc., as missionaries of the Cross, while others have obeyed the "heavenly vision", as preachers of the Gospel in the home land.

In home and school and church and state the graduates of Guilford are carrying the spirit and inspiration of their beloved Alma Mater—sincerity, sacrifice, spiritual life.

It has been my high privilege to be a graduate student at Stanford University and at our State University at Berkeley. And much as I esteem these two truly great institutions of learning, I esteem Guilford more, for there, in the younger and more

impressionable years of life, I met Joseph Moore, Lewis Lyndon Hobbs, John W. Woody, Mary Mendenhall Hobbs, Priscilla B. Hackney, Mary E. Mendenhall, Julia S. White and others, and I pity any one who could know them and not be a better man.

Guilford College, the strong right arm of North Carolina Yearly Meeting, has ever and always stood for Christian culture and consequently for active, efficient Christian manhood and womanhood.

Seventy-Fifth Anniversary of the
Founding of

NEW GARDEN BOARDING SCHOOL AND
GUILFORD COLLEGE

1837

"The hoary head is a crown of glory."
Proverbs XVI:31.

1912

May 28th, 1912

"The day
For whose return and many
All these pray; and so do I."
Ben Johnson.

BANQUET

"You are very welcome to our house
It must appear in other ways than words
Therefore I scant this breathing courtesy."
Merchant of Venice.

"Be sprightly for you fall 'mongst Friends."
Cymbeline III, 6.

"In the way of comfort to the weak I will go and eat, I will
eat exceedingly and prophesy; there may be good use made of it, too,
now I think on't."
Ben Johnson.

MENU

"A good digestion to you all; and once more
I shower a welcome on ye!"
Henry VIII, 1, 4.

"Quaker" Fruit Cocktail

"Barkis is willin'."
David Copperfield.

“King” Olives

“The superfluous, a very necessary thing.”
Voltaire.

“Archdale” Radishes

“She had a tongue with a tang.”
Tempest II, 2.

“Friendly” Almonds

“Cum grano salis.”

“Plain” Roast Chicken

“Appoint a meeting with this fat fellow.”
Merry Wives of Windsor IV, 4.

Lamb—“Deep River Quarter”

“Pray you, whom does the wolf love?”
Coriolanus II, 1.

“New Garden” Peas

“How green you are and fresh.”
King John III, 4.

“Guilford” Jelly

“Every part about me quivers.”
Romeo and Juliet II, 4.

“Alumni” Tomato Salad

“Bestrew’d with lettuce and cool salad herbs.”
Beaumont and Fletcher.

“Faculty” Cheese Wafers

“Pray, does anybody here hate cheese? I would be glad o’ a bit.”
Swift.

“Senior” Ice Cream

“I always thought cold victual nice;
My choice would be vanilla ice.”
Oliver Wendell Holmes.

Candied Cherries

“Give cherries at time of year.”
Ben Johnson.

“Founders” Snow Cake

“Sweets with sweets war not, joy delights in joy.”
Hamlet.

“Post Graduate” Coffee

“I’d hold it and will affirm it to be the most sovereign and precious berry that ever the earth tendered to the use of man.”

Ben Johnson.

“Trustee” Mints

“The daintiest last to make the end most sweet.”

Richard II, 1.

“So comes a reckoning when the banquet’s o’er,
The dreadful reckoning, and men smile no more.”

Gay.

“O, go not yet!”

Henry III, 2.

“Gentlemen, have a little patience, they are e’en upon coming instantly.”

Ben Johnson.

TOASTS

Come, touch your glasses overhead
To what we love, to what we dread;
The after-dinner speech.
And may the wight who comes this way
With nothing or too much to say,
Sit still, we do beseech.

Toastmaster—Wm. A. Blair

“To be a toastmaster in these days is a task that many men undertake with daring and fail to accomplish with satisfaction. The desire to talk on the part of the toastmaster is far more intense than the craving of some of the after dinner hypnotists themselves.”

MacLaughlin.

I. Seventy-five Years Ago Mrs. L. L. Hobbs

“Hitherto hath the Lord hepled us.”

I Samuel VII, 12.

“The past, at least, is secure.”

Webster.

II. The School as I Knew It Dr. J. H. Stuart

“The smiles, the tears
Of boyhood’s years;
The words of love then spoken.”

Moore.

III. Today President L. L. Hobbs

"Duty and today are ours, results and futurity belong to God."
Horace Greely.

IV. The Outlook J. Elwood Cox

"Look not mournfully to the past—it comes not back again;
wisely improve the present—it is thine; go forth to meet the shadowy
future without fear, and with a manly heart."
Longfellow.

V. Johns Hopkins and the Friends

Dr. W. P. Mustard

"It is sufficient praise for our ancestors that they established
schools."
Page.

VI. Moravians and Quakers

Bishop Edward Rondthaler

"Both great in courage, conduct and in fame,
Yet neither envious of the other's praise;
Their duty, faith and interest, too, the same."
Dryden.

VII. Baptists, Quakers and Schools

President W. L. Poteat

"Thyself and thy belongings are not thine own.
Heaven doth with us as we with torches do,
Not light them for themselves; for if our virtues
Did not go forth of us, 't were all alike
As if we had them not."
Measure for Measure I, 1.

VIII. Friends and Education .. Hon. J. Y. Joyner

"I have ever observed it to have been the office of a wise patriot
* * * to take care of the commonwealth of learning.
For schools—they are the seminaries of state."
Ben Johnson.

IX. Woman Miss Clara Cox

"For the wrongs that need resistance
For the cause that lacks assistance
For the future in the distance
And the good that I can do."
Guthrie.

X. Greetings President H. E. Rondthaler

"Believing hear what you deserve to hear:
 Your birthday as my own to me is dear.
 Blest and distinguish'd days! which we should prize
 The first, the kindest bounty of the skies,
 But yours gives most; for mine did only lend,
 Me to the world; yours gave to me a Friend."

Martial.

XI. Impromptus

"I have known many excellent men who would speak suddenly
 to the admiration of their hearers."
 Ben Johnson.

Music

"Such sweet compulsion doth in music lie."

Milton.

"Depart not so;
 Though this be all do not so quickly go."

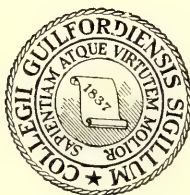
Richard II, 1.

"Gude nicht, and joy be wi' you a'."

Lady Nairne.

JOS. J. STONE & CO., PRINTERS AND BINDERS, GREENSBORO, N.C.

Guilford College Bulletin



SOME VIEWS OF COLLEGE BUILDINGS

Published quarterly by Guilford College, Guilford College, N. C.



FOUNDERS HALL

**Originally built in 1836. Renovated in interior in 1908. Dormitory for Young Women
and Dining Hall.**



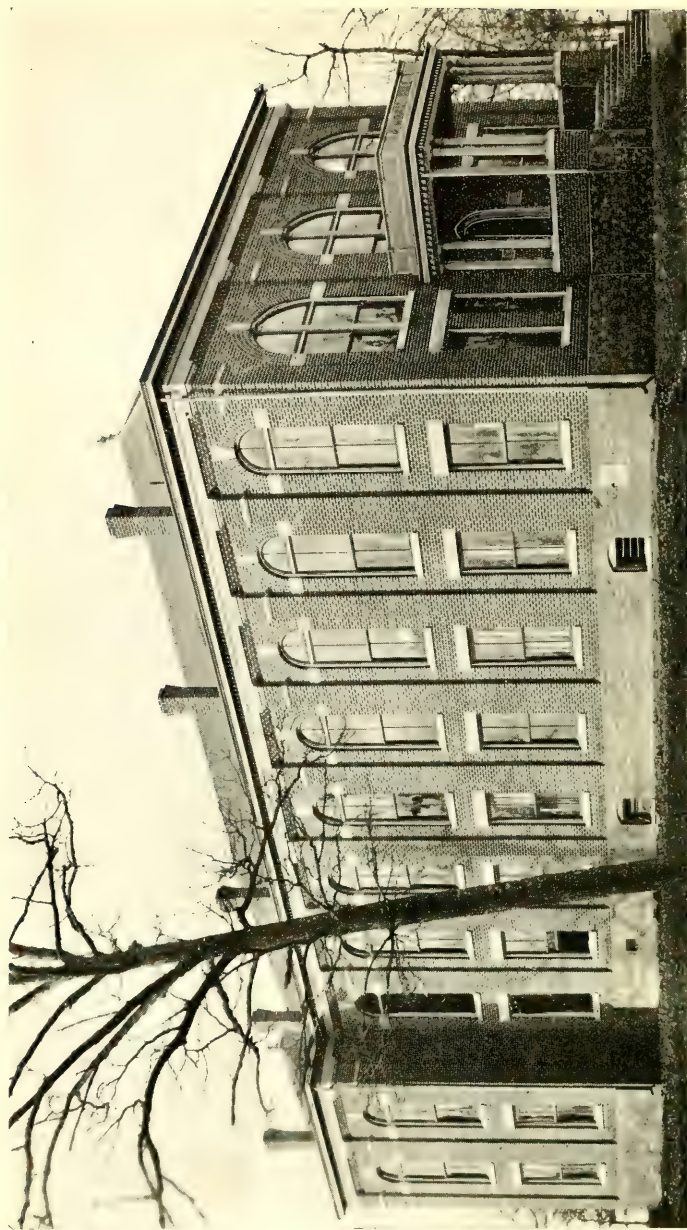
ARCHDALE HALL

Erected in 1885. Dormitory for Young Men.



Y. M. C. A. HALL

Erected in 1891. Y. M. C. A. Room and Dormitory for Young Men.



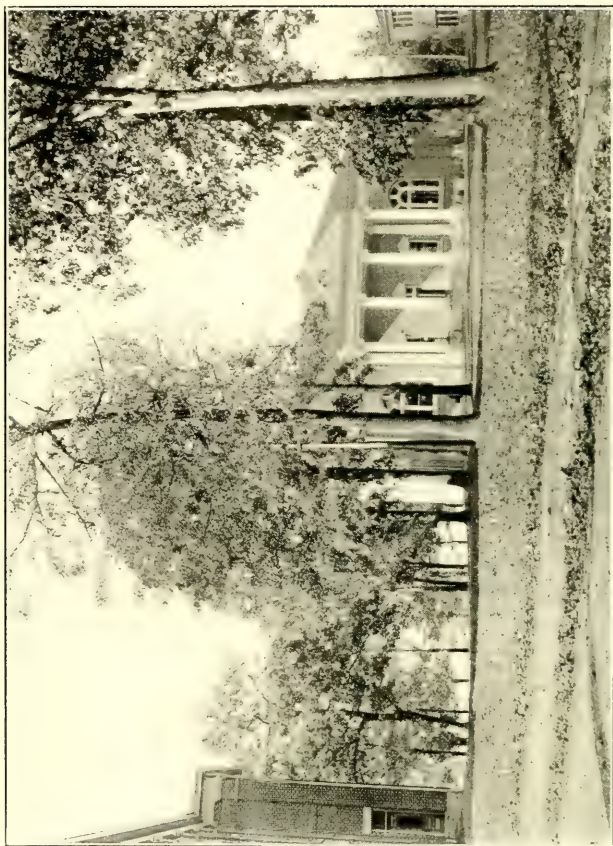
MEMORIAL HALL

Erected in 1897. Auditorium, Offices of the President and Dean, Museum and Laboratories.

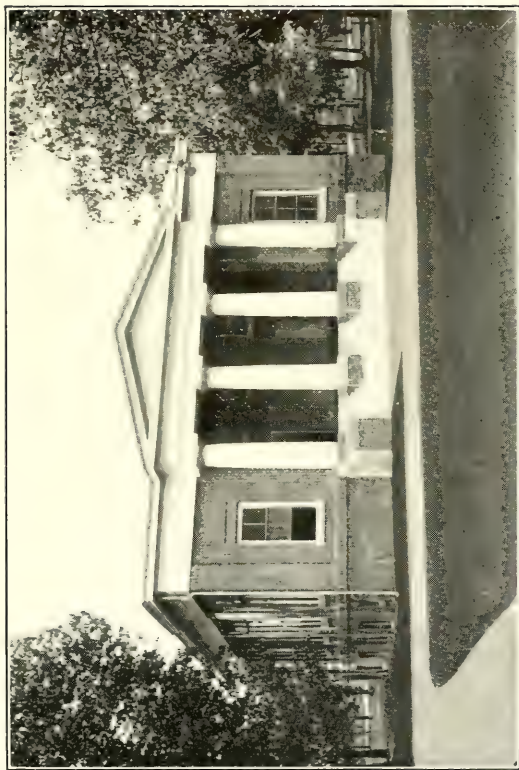


NEW GARDEN HALL

Built by the Girls' Aid Committee of North Carolina Yearly Meeting in 1907. Dormitory for Young Women.

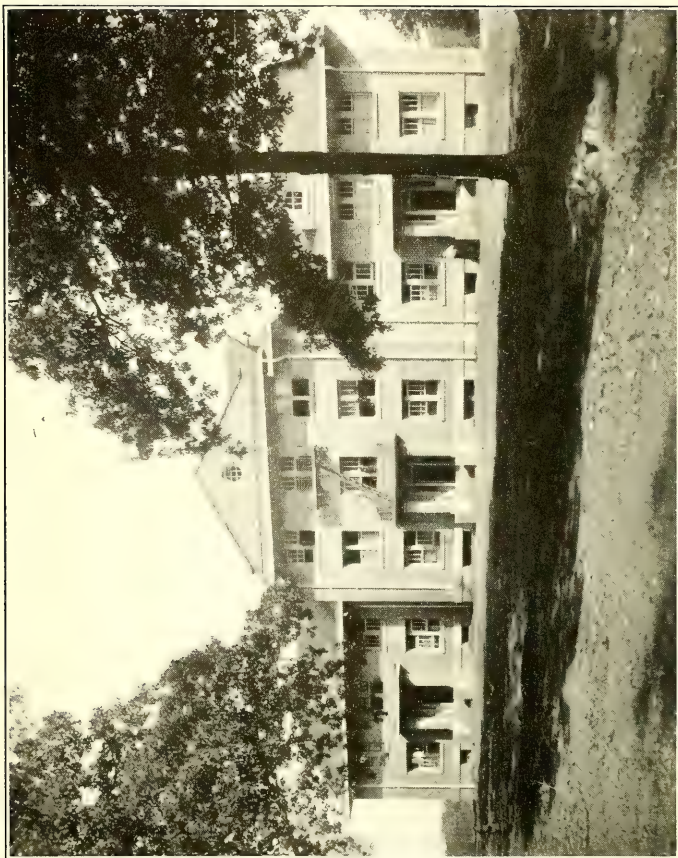


THE LIBRARY
Built in 1909.



YEARLY MEETING HOUSE

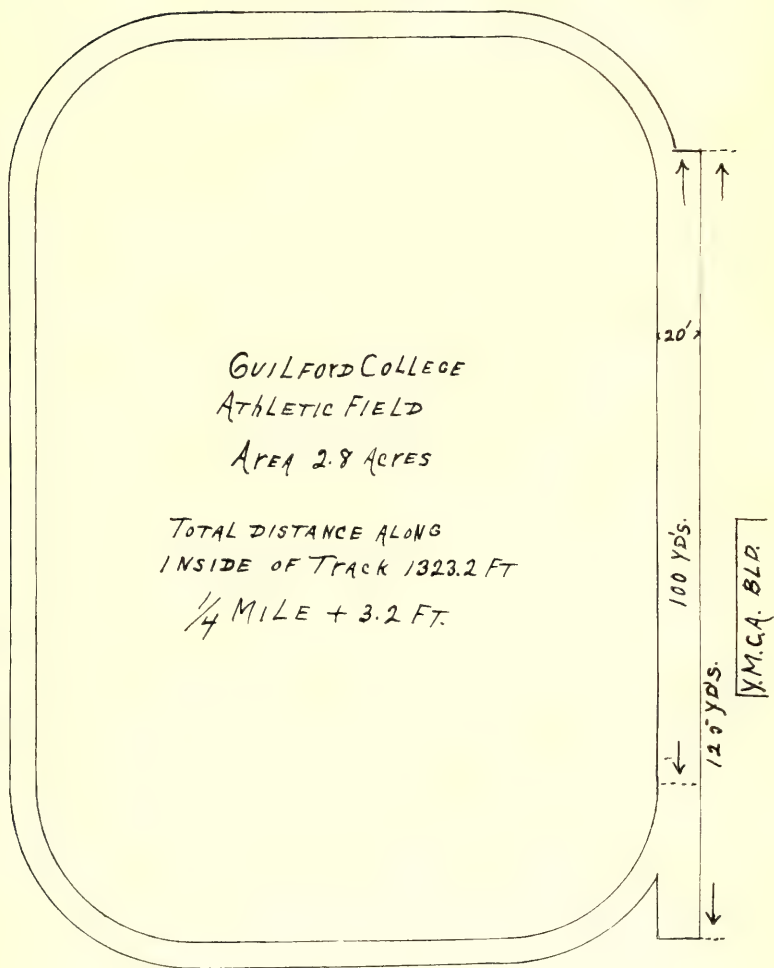
Erected in 1912. Used for religious meetings for College and Neighborhood.



COX HALL

Built in 1912. Dormitory for Young Men.

WORTH PROPERTY



THE RUNNING TRACK

The circuit is one-quarter of a mile in length, and includes the Baseball Diamond.



GUILFORD COLLEGE BULLETIN

EDITORS:
THE PRESIDENT AND A COMMITTEE OF THE FACULTY

CATALOGUE NUMBER
1912-1913

PUBLISHED QUARTERLY BY GUILFORD COLLEGE,
GUILFORD COLLEGE, N. C.

Calendar 1913-1914

1913. April 18—Friday, 8 p. m.,
Oratorical Contest—Philomathean Society.
April 26—Saturday, 8 p. m.,
Oratorical Contest—Henry Clay Society.
May 3—Saturday, 8 p. m.,
Oratorical Contest—Zatassian Society.
May 17—Saturday, 8 p. m.,
Oratorical Contest—Websterian Society.
May 24—Saturday, 8 p. m.,
Music Recital.
May 27—Tuesday,
Commencement Day.

Seventy-Seventh Academic Year

1913. September 9—Tuesday,
Entrance Examinations, 9 a. m., and 2 p. m.
September 10—Wednesday, 9 a. m.,
Fall term begins.
November 8—Saturday,
Midterm Examinations.
November 27 and 28—Thursday and Friday,
Thanksgiving Holidays.
December 20—Saturday, 7:30 p. m.,
Music Recital.
December 24 to
1914. January 5, inclusive, } Christmas Vacation.
January 20 to 24—Tuesday to Saturday,
Midyear Examinations.
January 24—Saturday,
Fall Term closes and Spring Term begins.
March 28—Saturday,
Midterm Examinations.
April 13—Monday,
Easter Holiday.
May 30—Saturday, 8 p. m.,
Music Recital.
June 2—Tuesday,
Commencement.

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* Deceased March 30, 1913.

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FACULTY

LEWIS LYNDON HOBBS, A. M., LL. D.

PSYCHOLOGY AND LOGIC

- A. B., Haverford College, 1876; A. M., Haverford College, 1883; LL. D., University of North Carolina and Haverford College, 1908. Principal New Garden Boarding School, 1878-1884; President Guilford College since 1888.

JAMES FRANKLIN DAVIS, A. M.,

GREEK AND GERMAN

- A. B., Haverford College, 1875; A. M., Haverford College, 1879; Graduate student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philology, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Professor of Greek and German Languages, Guilford College, since 1888.

H. LOUISA OSBORNE, A. B.,

LATIN AND MATHEMATICS

- A. B., Earlham College, 1887; Student State Normal of Indiana, 1887-1888; Student Chautauqua, New York, Summers, 1888-1895, 1902-1904, 1909; Teacher Vermillion Academy, Ill., and Bloomingdale Academy, Ind., 1888-1892; Assistant in Latin and Mathematics, Guilford College, since 1892.

GEORGE WILSON WHITE, A. B.,

MATHEMATICS

- A. B., Haverford College, 1878; Principal Sunbury Academy, N. C., 1878-1880; Principal Belvidere Academy, 1880-1883; Principal New London High School, Ind., 1883-1884; Principal Central Academy, Ind., 1885-1892; Professor of Mathematics, Guilford College, since 1893.

RAYMOND BINFORD, S. M., PH. D.,

BIOLOGY AND GEOLOGY

B. S., Earlham College, 1901; S. M., University of Chicago, 1906; Fellow in Johns Hopkins University, 1911-1912; Ph. D., Johns Hopkins University, 1912; Scientific Assistant at United States Fisheries Laboratory, Beaufort, N. C., Summers, 1908-1911; Instructor in Invertebrate Zoology, Marine Biological Laboratory, Woods Hole, Mass., Summer, 1912; Professor of Biology and Geology, Guilford College, since 1901.

CLEMENT ORESTES MEREDITH, A. B., PH. D.,

LATIN

A. B., Guilford College, 1900; A. B., Haverford College, 1901; Chautauqua, New York, Summer, 1901; Principal Guilford Graded School, North Carolina, 1901-1902; Professor of Latin, Guilford College, 1902-1906; Scholar in Latin, Greek, and French, Johns Hopkins University, 1906-1908; Professor of Latin, Guilford College, 1908-1909; Student of Classical Philology in University of Berlin, 1909-1910; American School at Rome, Spring, 1910; Ph. D., Johns Hopkins University, 1912; Professor of Latin, Guilford College, since 1902.

DUDLEY DEWITT CARROLL, A. B.,

HISTORY AND ECONOMICS

A. B., Guilford College, 1907; A. B., Haverford, 1908; Principal Mountain View Institute, 1908-1909; Graduate Student in Columbia University, Summers, 1910-1912; History and Economics, Guilford College, since 1909.

ALLAN WILSON HOBBS, A. B.,

MATHEMATICS 1913-1914

A. B., Guilford College, 1907; A. B. Haverford College, 1908; Graduate Student Columbia University, Summer, 1909; Graduate Student University of Chicago, Summer Quarter, 1910; Physical Director and Assistant in Mathematics, Guilford College, 1909-1911; Scholar in Mathematics and Physics, Johns Hopkins University, 1911-1913.

MARIAN BRIGHAM RUSTEDT, PH. B.,

FRENCH AND ASSISTANT IN HISTORY

Ph. B., University of Vermont, 1898; Student in Latin, Harvard Summer School, 1906; Student in French, Institut Feller, Grande Ligne, Quebec, 1906-1907; Student in French, Paris, France, Summer, 1910; Teacher of Language in Vermont, New York and Massachusetts; French and Assistant in History, Guilford College, since 1910.

ALPHEUS DIXI CROSBY, A. B.,

ENGLISH

A. B., Dartmouth College, 1910; Instructor in English, French and Mathematics, Poughkeepsie High School, New York, 1910-1911; Professor of English Literature, Guilford College, since 1911.

ALFRED ALEXANDER DIXON, A. M.,

PHYSICS

B. S., Guilford College, 1909; A. M., Haverford College, 1911; Assistant in Physics Laboratory at Haverford College, 1909-1911; Physics and Assistant in Mathematics, Guilford College, since 1911.

JOHN STEELE DOWNING, A. M.,

CHEMISTRY

B. S., Haverford College, 1911; Assistant in Chemistry, *ibid.*, 1911-1912; A. M., *ibid.*, 1912; Professor of Chemistry, Guilford College, 1912-1913.

JOSEPH H. PEELE, B. S.,

ASSISTANT IN ENGLISH

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MUSIC

Graduate of the Depauw University School of Music, Indiana, 1907; Graduate of Sherwood Music School, Chicago, 1908; in charge of the Department of Music of the University of Chattanooga, Athens, and Chattanooga, Tenn., 1908-1909; New England Conservatory, Summer, 1910; Piano, Guilford College, since 1909.

BLANCHE DAWSON,

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* On leave of absence 1913-1914.

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BULLETIN

A. D. Crosby, C. O. Meredith, Raymond Binford,
Marian Rustedt

THESES AND ORATIONS

D. D. Carroll, A. D. Crosby, Geo. W. White, J. F. Davis,
J. S. Downing

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D. D. Carroll

SCHOLARSHIPS AND HONORS

Marian B. Rustedt, Louisa Osborne, C. O. Meredith

LECTURES AND DEBATES

D. D. Carroll, Raymond Binford, Louisa Osborne, A. A. Dixon

CATALOGUE

C. O. Meredith, D. D. Carroll, Geo. W. White, Marian B.
Rustedt, Raymond Binford

INTERSCHOLASTIC CONTESTS

D. D. Carroll, C. O. Meredith, A. A. Dixon

RELIGIOUS MEETINGS

J. H. Peele, Geo. W. White, Sarah E. Benbow,
Raymond Binford

SOCIAL

Louisa Osborne, Marian Rustedt, D. D. Carroll,
Sarah E. Benbow

ATHLETIC

A. A. Dixon, C. O. Meredith, D. D. Carroll

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A. D. Crosby, D. D. Carroll, Julia S. White

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D. D. Carroll, A. D. Crosby, J. S. Downing, Louisa Osborne,
A. A. Dixon

STUDENTS

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Peele, Margaret Edith Guilford, N. C.

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Beaman, Tecy Gladys Troy, N. C.
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Chappell, Leora Alice Belvidere, N. C.
Davis, Anna Laura Guilford College, N. C.
Davis, Clara Louise Edgar, N. C.
Dees, George Columbus Grantsboro, N. C.
Frei, Mary Arilla Archer, Fla.
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Fox, Mary Willard	Guilford College, N. C.
Futrell, Maude Blanche	Greensboro, N. C.
Henley, David Elias	Guilford College, N. C.
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Lewis, Eileen	Ivor, Va.
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McBane, Edgar Holt	Snow Camp, N. C.
Nelson, Samuel Snow	Edgar, N. C.
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Smith, Frances Roberta	Jamestown, N. C.
Smith, Sarah Olive	Yorkville, S. C.
Strupe, Walter Thomas	Bethania, N. C.
Webster, William Dampier	Haw River, N. C.
White, Mary E. Mendenhall	Guilford College, N. C.
White, William Alpheus, Jr.	Guilford College, N. C.
Worth, Clara Louise	Guilford College, N. C.
Younts, Pearle Annie	Guilford College, N. C.

SOPHOMORES

Brown, Joseph Robert	Woodland, N. C.
Culler, Maude Lee	Rock Creek, N. C.
Dawson, Pearle Ulela	Guilford College, N. C.
Doan, Mary	Amo, Ind.

SOPHOMORES—Continued

Dorsett, Kathryn Ella	Farmer, N. C.
Edgerton, Mabel Arlene	Goldsboro, N. C.
Fike, Isaac Stone	Pittsboro, N. C.
Fox, Eleanor Louise	Guilford College, N. C.
Henley, Frank Russell	Guilford College, N. C.
Henley, Fred Murdock	Gibsonville, N. C.
Highfill, Gladys May	Liberty, N. C.
Horney, Conrad Clinard	Farmer, N. C.
Knight, Louetta Ellen	Guilford College, N. C.
Lassiter, Alma	Mechanic, N. C.
McVey, Annie Caroline	Snow Camp, N. C.
Marshall, Christina	Mount Airy, N. C.
Millikan, Roy Cecil	Greensboro, N. C.
Mitchell, Roy Colonel	Mount Airy, N. C.
Nunn, Paul Schoolfield	Guilford, N. C.
Patterson, Cleta	Burlington, N. C.
Raiford, Girley Emerson	Ivor, Va.
Wood, Joseph Densmore	Tamworth, N. H.

FRESHMEN

Ballinger, Julia Adeline	Greensboro, N. C.
Blaylock, Frederick Royster	Guilford, N. C.
Carroll, Edwin Blaine	Mizpah, N. C.
Coble, Josephine Vestal	Liberty, N. C.
Coggins, Willis Lester	Guilford College, N. C.
Cotten, Howard Lea	Guilford College, N. C.
Davis, Earl Whittier	Genoa, N. C.
Davis, Laura Etta	Progress, N. C.
Dawson, Maude Sedalia	Guilford College, N. C.
Dix, Burtie Ellen	Westfield, N. C.
Doggett, William Osborne	Brown Summit, N. C.
Gossett, George Walton	Graham, N. C.
Garner, Jesse Philip	Farmer, N. C.
Guthrie, Bessie Ava	Snow Camp, N. C.
Holliday, Maggie Irma	Snow Camp, N. C.
Kearns, Henry Clay, Jr.	High Point, N. C.
Lamb, Annie Ruth	Guilford College, N. C.

FRESHMEN—Continued

Lambeth, Charles Tilley	Guilford College, N. C.
Lassiter, Floy Catherine	Julian, N. C.
Laughlin, Beulah May	Asheboro, N. C.
Long, James Monroe	Milton, N. C.
Long, William Taylor	Milton, N. C.
McBane, Elwood Perisho	Snow Camp, N. C.
Mitchell, Colonel Robert	Guilford College, N. C.
Moore, Ezra Alexander	Goldsboro, N. C.
Morris, Fred	Summerfield, N. C.
Murray, Beulah	Rock Creek, N. C.
Nelson, William Hoskins	Guilford College, N. C.
Newlin, Rhesa Lancaster	Saxapahaw, N. C.
Perry, Thomas Gray	Wilkesboro, N. C.
Reece, Ila	Liberty, N. C.
Riddick, Archibald Lockhart	Belvidere, N. C.
Semans, Thomas Breckenridge	Uniontown, Pa.
Smith, Kate Brittain	Guilford College, N. C.
Stanley, Jesse Betts	Guilford College, N. C.
Stewart, Carl Watson	Trenton, Tenn.
Stuart, Dorothy	Snow Camp, N. C.
Stuart, Lyndon Everett	Snow Camp, N. C.
Thompson, Redding Aycock	Aurora, N. C.
Thompson, Wilbur Lafayette	Snow Camp, N. C.
Troxler, Jennie Elizabeth	Brown Summit, N. C.
Tuthill, Marguerite Theresa	Eastport, L. I., N. Y.
Ulrich, Mamie Van DeVenter	North Wilkesboro, N. C.
Ward, Cletus Milo	Guilford College, N. C.
White, Exum Newby	Franklin, Va.
Worsham, Cecil Wilbur	Ruffin, N. C.
Worth, Phoebe Gertrude	Guilford College, N. C.
Yates, Caroline Ballinger	Guilford, N. C.
Yates, James Fuller	Guilford, N. C.
York, Arthur Cecil	Ramseur, N. C.

IRREGULAR

Beall, Robert	Greensboro, N. C.
Cecil, Carl Myron	High Point, N. C.

IRREGULAR—Continued

Edwards, Robert Lee	Guilford, N. C.
Hodgin, Waldeen	Guilford College, N. C.
Short, Troy Rodolphus	Greensboro, N. C.
Smith, Henry Clyde	Guilford College, N. C.
Wood, James Russell	Rocky Mount, N. C.

PREPARATORY

Angel, Charles Wright	Stokesdale, N. C.
Angel, Enie	Stokesdale, N. C.
Ballinger, Webb	Guilford College, N. C.
Beeson, Henry Carl	Randleman, N. C.
Beeson, John Henry	Randleman, N. C.
Beeson, William Franklin	Randleman, N. C.
Bell, Vance Reece	Troy, N. C.
Benbow, Frank Yokeley	Wilkesboro, N. C.
Blue, Benjamin Malcolm	Raeford, N. C.
Braxton, Sallie	Snow Camp, N. C.
Brogden, Mordecai	Genoa, N. C.
Budd, Harrell	Siler City, N. C.
Bulla, John Arthur	Sophia, N. C.
Bulla, Robert	Sophia, N. C.
Bulla, William Oscar	Sophia, N. C.
Blanchard, Marguerite Cora	Woodland, N. C.
Blanchard, Selvin	Aulander, N. C.
Cecil, Jessie Elizabeth	High Point, N. C.
Chance, Robert Bailey, Jr.	Reidsville, N. C.
Coggins, Hettie Beatrice	Guilford College, N. C.
Cox, Henry Pinkney	Goldsboro, N. C.
Cranford, Grady	Bombay, N. C.
Creel, Joseph	Dunn, N. C.
Critz, Robert, Jr.	Winston-Salem, N. C.
Cude, Sallie Gertrude	Colfax, N. C.
Daniels, Mary	Goldsboro, N. C.
Dawson, Mabel Gertrude	Guilford College, N. C.
Deans, Orabella	Pikeville, N. C.
Doughton, Joseph Edward	Guilford College, N. C.
Farlow, Beatrice Beulah	Randleman, N. C.

PREPARATORY—Continued

Farlow, John Bright	Sophia, N. C.
Farlow, Percy Mark	Randleman, N. C.
Foust, Lillie May	Graham, N. C.
Frazier, Jeremiah Ruffin	Guilford College, N. C.
Futrell, William Reed	Greensboro, N. C.
Geslain, Martha Marguerite	Tientsin, China
Gorrell, Willard Ruffin	Greensboro, N. C.
Gray, Curtis Jehu	Colfax, N. C.
Hall, Exum Egbert	Wilson Mills, N. C.
Hedgepeth, Essie	Battleboro, N. C.
Henley, Marvin Jay	Guilford College, N. C.
Hester, Clinton Siewers	Greensboro, N. C.
Hodgin, Esther Bernice	Sabetha, Kan.
Hodgin, Margaret Ruth	Sabetha, Kan.
Hodgin, Willard Scott	Randleman, N. C.
Hudson, Earslie Beulah	Julian, N. C.
Hyatt, Sallie Texanna	Canton, N. C.
Isley, Maud	Burlington, N. C.
Jackson, David Houghton	Guilford, N. C.
Kendall, Thomas	Guilford, N. C.
Kitching, Josephine Sarah	Stuart, Fla.
Knight, James Samuel	Stokesdale, N. C.
Lamb, Ernest Eugene	Guilford College, N. C.
Lindley, Annie Lois	Guilford College, N. C.
Lindley, Benjamin	Guilford College, N. C.
Long, Earle	Milton, N. C.
Mitchell, James Warren	Guilford College, N. C.
Mobley, Mildred Larence	Winston-Salem, N. C.
Mock, Henry Bascom	Pfafftown, N. C.
Moorefield, George Henry	Guilford College, N. C.
Moorefield, Lula Roberta	Guilford College, N. C.
Mendenhall, Fowell Hill	High Point, N. C.
McLean, Hester Raymond	Raeford, N. C.
Nance, Ethel May	Troy, N. C.
Neece, Rufus Talmage	Climax, N. C.
Nichols, William	Roxboro, N. C.
Norwood, John Thomas	Raleigh, N. C.
Parks, Haywood William	Franklinville, N. C.

PREPARATORY—Continued

Pate, Lloyd	Goldsboro, N. C.
Payne, Nannie Eugenia	Westfield, N. C.
Penry, Byron Armfield	Winston-Salem, N. C.
Peoples, Junius Nathaniel	Bynum, N. C.
Perry, Henry Clay	Snow Camp, N. C.
Pleasants, Ruby Ethel	Guilford, N. C.
Poole, Mary Callie	Asheboro, N. C.
Price, Thomas Ashby, Jr.	Miami, Fla.
Raper, William Emery	Lexington, N. C.
Reynolds, Mattie Estelle	Climax, N. C.
Robinson, Flossie Elva	Summerfield, N. C.
Russell, Reed Montgomery	Blaine, N. C.
Sampson, Edwin James	Guilford, N. C.
Seaford, Willie Matoaka	Granite Quarry, N. C.
Sharpe, Robert Norman	Greensboro, N. C.
Simmons, Lillian Marguerite	Brim, N. C.
Smith, Chellie Lee	Guilford College, N. C.
Smith, Rockwell William	Reidsville, N. C.
Smith, William Alexander, Jr.	Mangum, N. C.
Stout, Jennie Ethel	Julian, N. C.
Stuart, Lawrence	Guilford College, N. C.
Stuart, Luther Lane	Guilford College, N. C.
Stuart, Pauline Efland	Guilford College, N. C.
Swan, Hugh Guion	Bayboro, N. C.
Taylor, Grace Pemberton	Danbury, N. C.
Taylor, Paul Tolbert	Danbury, N. C.
Thomas, Giles Daniel	Lexington, N. C.
Thompson, Lola	Aurora, N. C.
Troxler, Lula Sallie	Brown Summit, N. C.
Voss, Girtha Gorrell	Kernersville, N. C.
Vuncannon, Annie Eunice	Asheboro, N. C.
Walters, Elizabeth Swain	Greensboro, N. C.
Watkins, Benjamin Alfred	Wadeville, N. C.
Watkins, Catherine Elmira	Wadeville, N. C.
Weatherly, Earl	Greensboro, N. C.
West, Thagard	Greensboro, N. C.
Winborne, George Baron	Wilson, N. C.
Zachary, Ruth Eleanor	Snow Camp, N. C.

MUSIC

Blackburn, Mildred Hill	Guilford College, N. C.
Chappell, John Thomas	Belvidere, N. C.
Chappell, Leora Alice	Belvidere, N. C.
Coble, Josephine Vestal	Liberty, N. C.
Coggins, Hettie Beatrice	Guilford College, N. C.
Coggins, Lois	Guilford College, N. C.
Crutchfield, Eugenia Hattie	Guilford, N. C.
Cude, Sallie Gertrude	Colfax, N. C.
Dix, Burtie Ellen	Westfield, N. C.
Doughton, Martha Rebecca	Guilford College, N. C.
East, Helen Clare	Eastport, L. I.
Edgerton, Mabel Arlene	Goldsboro, N. C.
Farlow, Beatrice Beulah	Randleman, N. C.
Foust, Lillie May	Graham, N. C.
Fox, Bertha Browning	Guilford College, N. C.
Fox, Eleanor Louise	Guilford College, N. C.
Frazier, Gracett	Guilford College, N. C.
Frei, Mary Arilla	Archer, Fla.
Geslain, Martha Marguerite	Tientsin, China.
Guthrie, Bessie Ava	Snow Camp, N. C.
Henley, Annie Maie	Guilford College, N. C.
Henley, David Elias	Guilford College, N. C.
Henley, Frank Russell	Guilford College, N. C.
Hinshaw, Amanda	Climax, N. C.
Hodgin, Waldeen	Guilford College, N. C.
Hudson, Earslie Beulah	Julian, N. C.
Hughes, Grace	Tampa, Fla.
Kearns, Henry Clay, Jr.	High Point, N. C.
King, Annabella	High Point, N. C.
Kitching, Josephine Sarah	Stuart, Fla.
Körner, Estelle Gertrude	Kernersville, N. C.
Lindley, Annie Lois	Guilford College, N. C.
Lindley, Ruth	Guilford College, N. C.
McCracken, Clara Annie	Guilford College, N. C.
Mobley, Mildred Larence	Winston-Salem, N. C.
Moorefield, Lula Roberta	Guilford College, N. C.

Murray, Beulah	Rock Creek, N. C.
Nance, Callie Irene	Troy, N. C.
Nance, Ethel May	Troy, N. C.
Patterson, Cleta	Burlington, N. C.
Payne, Nannie Eugenia	Westfield, N. C.
Phoenix, Rebecca Christina	Greensboro, N. C.
Pleasants, Ruby Ethel	Guilford, N. C.
Poole, Mary Callie	Asheboro, N. C.
Raiford, Girley Emerson	Ivor, Va.
Robertson, Mabelle	Guilford College, N. C.
Seaford, Willie Matoaka	Granite Quarry, N. C.
Simmons, Lillian Marguerite	Brim, N. C.
Smith, Frances Roberta	Jamestown, N. C.
Smith, Kate Brittain	Guilford College, N. C.
Stuart, Pauline Efland	Guilford College, N. C.
Taylor, Grace Pemberton	Danbury, N. C.
Thompson, Lola	Aurora, N. C.
Tuthill, Marguerite Theresa	Eastport, L. I.
Watkins, Catherine Elmira	Wadeville, N. C.
Wood, James Russell	Rocky Mount, N. C.

GUILFORD COLLEGE

History

The Society of Friends was among the earliest religious bodies to organize a church in North Carolina. Their church records embrace a period of two hundred and fourteen years. In 1696-1698, John Archdale, an English Friend, was Governor of the Colony of North Carolina and South Carolina. George Fox, the founder of the Society of Friends, spent some time in North Carolina in 1672, and was received with great favor by the colonial officials.

The appeal which the Friends made to each individual in meetings for worship and in all church responsibility naturally called for an educated membership—a true democracy. Accordingly we find among the Friends of our state early discussions of educational needs; and a concern arose in the Yearly Meeting in 1833 for better schools. The eloquent Jeremiah Hubbard pleaded for this cause, and Nathan Hunt, of sacred memory, took the subject under his protecting care. His appeals in behalf of a central school aroused the interest of many Friends in other states, and notably of George Howland of New Bedford, Mass. The decision was reached to found a

boarding school of high grade to meet the needs of the young people. As a result the present Founders Hall was erected, a substantial, two-story brick building, offering accommodations to both boys and girls.

The founders of the school were careful to select a central locality, and a place well reputed for healthfulness of climate and as free as possible from immoral influences or distractions of any kind. They chose a farm six and a half miles west of Greensboro, in a community of progressive, intelligent people. The school was opened on the first day of August, 1837, there being present the first term fifty students—twenty-five boys and twenty-five girls; and it has been operated from that day forward with no interruption, even in the Civil War.

Scarcely any one who knew New Garden Boarding School thirty or forty years ago and who has not recently visited the old foundation made new by buildings and improved farm and campus, could picture the changed condition.

When twenty-eight years ago David Petty, of Archdale, N. C., took charge of the farm, there was little to induce one to expect in the future such results as recent years have shown. Mr. Petty was a farmer ahead of his time, and believed the red lands of Guilford could be improved by deep plowing and frequent cultivation. He inaugurated a system of land cul-

ture which immediately began to bear fruit. He dug up stumps, built the first silo in this part of the country, and began improvement on the land to the east of Founders Hall, which up to that time was almost worthless. Now one may see the five-acre field in alfalfa.

The dairy was developed under his management, and the dairy products became an important part of table supply and have remained so ever since. The herd of Jersey cattle thus gathered together have helped to enrich the soil, and the enriched soil has added to the crops of hay and corn. The present prospect is toward the stocking of a large part of the farm in grass which will not only yield feed for cattle, but will prevent loss of soil by washing rains, and combine more pleasingly with the campus and thus add to the general appearance of the location.

The aim now is to unify all the resources of the College and turn them to the greatest educational effect. Good farming is a product of better education; and the resources of our state in an agricultural way are to a large extent dormant, awaiting intelligence and energy to bring forth all the supplies needed by our people for consumption, and thus to be the means of vast wealth. Better farming will follow better education and more wealth will ensue, and in turn add more means to education which will begin another circle of improvement and service.

In 1887, the demand for larger accommodations and a more extensive course of studies led to the organization of the institution into Guilford College, and a charter was obtained with authority to confer degrees. Previous to this time Founders Hall had been enlarged and remodeled and fitted for a girls' dormitory. To provide for a boys' dormitory and for class rooms and other academic requirements, the large Yearly Meeting house, erected a few years before, was donated by the Yearly Meeting to the school, and converted into a school building, with lodging rooms for young men on the second floor. This improvised building was destroyed by fire in 1885, and a new academic building was erected on the same foundation, and, in honor of Francis T. King of Baltimore, was named King Hall.

Archdale Hall was built at the same time as a dormitory for young men, and named in memory of the Quaker Governor, John Archdale.

The College began its course in the fall of 1888. During the fifty-one years of the school's existence, many distinguished scholars were engaged in teaching and there was early laid a foundation broad enough and deep enough to prevent in subsequent years any superficial display of pretentiousness, reliance being placed upon the power of inspiring students with the love of truth in the various fields of scholarship.

In this period efforts were made to secure endowment, increase the library and equip laboratories, and found a Museum of Natural History. From time to time additions were made to the permanent funds, English and Philadelphia Friends having supplied an amount equal to ten thousand dollars, now known as the Philadelphia Fund. Many contributions were given from year to year to lessen expenses of students. After the change to Guilford College funds were solicited for buildings and for the increase of endowment.

In 1891 the Y. M. C. A. of the College made appeals for funds to build a hall, and the result was the erection of the present building.

**Y. M. C. A.
HALL**

In 1897 Benjamin N. and James B. Duke, who were educated at the school, gave ten thousand dollars with which to erect a hall that would accommodate the Natural Science departments and also furnish an auditorium. The building was erected in the year stated, and named Memorial Hall in memory of their sister, Mary Elizabeth Lyon.

**MEMORIAL
HALL**

New Garden Hall was erected during the summer and fall of 1907, and was built by the Girls' Aid Committee of North Carolina Yearly Meeting to meet the needs of girls who desire an education and who are

**NEW GARDEN
HALL**

willing to help themselves by lessening the expense of living. New Garden Hall has every convenience of a modern home—steam heat, well furnished rooms, large dining-room and well equipped kitchen. By doing their own work in caring for their rooms and in cooking by turns, the girls in this building live in much comfort and at a comparatively small expense. There are twenty-five rooms that will accommodate fifty girls. Besides, there are two rooms—one for a nursery and one for a nurse—and living rooms for a matron and a reception room, all well furnished, supplied with water and lighted by electricity.

In 1908 King Hall was destroyed by fire. This led to the erection of two new buildings—the Library and the rear of what is intended to be a commodious academic building.

The Library building is one of the most attractive of the College group. It is strictly
LIBRARY modern in all its appointments, with a fire-proof stack room furnished with steel shelving. In addition to this there is a large vault in which are stored the valuable manuscripts of North Carolina Quaker annals.

The reading room is large, airy and well lighted—an ideal place for study. This room is furnished in light quartered oak—reference shelving, tables, periodical racks, desk and chairs all harmonizing with the oak finish of the building. The friezes and busts

recently purchased add much to the artistic effect of the interior.

There are nearly five thousand volumes in the Library, all of which, except about one thousand saved from the fire of January, 1908, have either been purchased or donated since the above named date. The primary object in the selection of books has been use, and, consequently, our facilities for reference work and supplementary reading are especially worthy of comment.

The Library is open daily to students and persons connected with the College. The subscription list not only includes many of our state dailies, but also a goodly number of the best magazines in general literature, as well as those representing special departments of school work. A few foreign publications are also on the list. The Library is well fitted to be what every library should be—the workshop of the College, the center of the intellectual life of the student body.

The rear extension of the proposed new King Hall contains space for eight class rooms
KING HALL and a physics laboratory, and has in the basement the heating plant from which both this building and the Library are heated.

Cox Hall, a dormitory erected last summer, furnishes rooms—four in a group—for fifty-
COX HALL four young men. The arrangement of this building is ideal, and the

accommodations are strictly up-to-date, each room being supplied with running water, both hot and cold.

The new church—the Yearly Meeting house which was constructed in 1912 on the campus,
CHURCH located opposite the Y. M. C. A. Hall, is used for the regular public religious meetings for the community and the College.

There is also a large gymnasium among the group of buildings, 50 x 76 feet, with gallery.
GYMNASIUM It is supplied with apparatus and is much used for athletic training.

These ten buildings, planned and equipped with much care and expense, provide excellent means for conducting the work of the College; and attention is called to them as an indication of the growth of the College, as well as its promise of a continuance of solid educational work.

For young men we have three dormitories, and also the cottages for those who desire to lessen living expenses; and for girls, Founders Hall and New Garden. Founders has recently been renewed entirely except the walls and roof and made a comfortable, up-to-date home for young women, the expense for which, including heat, has been nearly as great as would be required to erect a new building. New Garden was well planned from the start, and combines many

attractive features as well as the conveniences of a modern dormitory.

For academic work, we have Memorial Hall, containing two laboratories—the chemical and biological—the Museum of Natural History, auditorium, music rooms, two class rooms and the president's office, and the two buildings, the Library and King Hall, which afford good facilities for instruction and study.

To any one who will take time to think about it, the large outlay here represented will reveal a fine equipment for doing good work in the field of education; and these buildings will also show a remarkable expansion and a corresponding improvement made at Guilford College in recent years.

One should also take into consideration the location of these buildings, the large farm owned by the College and the athletic fields, especially the recent work done on the baseball ground, the making of a running track and the leveling of the inclosed circle to be used as a baseball field; and also the work done during the summer for the girls' athletic grounds in the way of leveling and terracing their field west of New Garden Hall. Much more work is to be done in laying out tennis courts for the girls and in leveling the grounds and putting the same in grass, especially the terracing.

The farm has been conducted with a view to supply the boarding department with milk and butter, and the dairy has in this way served a very useful pur-

pose. The improvement of the soil has gone on from year to year. The electric plant and system of water supply give the place the conveniences of a city with the advantages of quiet surroundings conducive to study and simplicity of living.

These various and excellent arrangements have been made possible by the generosity and helpfulness of a large circle of friends of Guilford College, and everything has been done with a view to giving young people, young women as well as young men, a healthful and stimulating place at which to spend a few years in substantial educational work and training.

These material equipments represent a pretty large outlay of money and thought, and show that the management has in mind the development and maintenance of an education center that shall stand for all that is best in physical, intellectual and moral training. These buildings and their furnishings are intended to be a solid basis for genuine and thorough educational work, and to show to students and to the public that those who are most vitally responsible for the outcome and general effect of Guilford believe nothing is too good or too expensive that is to go into the moulding of the minds and characters of the young people of our country; that these people deserve the best possible opportunity to become all they are capable of becoming for their own sakes and for the sake of all those whose lives they will in any way affect.

The location of the College, in the Piedmont Section of the State, one thousand feet above sea, may be considered a part of the material equipment. The supply of pure water from a well 364 feet deep is a means of promoting good sanitary conditions, for nothing is more important in the production of strength of body, of mind and of character than environment. The air we breathe, the water we drink, and the food we consume and the total outlay of energy, thought and money should be so co-ordinated as to exert the greatest possible beneficial effect upon the body of young people whose immediate and future interests are at stake.

Every one needs a comfortable and safe place to live, a place in which the very atmosphere, figuratively speaking, will call the mind to the true and the beautiful and the good, and thus tend, in a very powerful way, to bodily and mental vigor, and to that ideal of religious activity in which one by losing one's life shall find it.

The encouragement to make still greater provision for the future which has been received
ENDOWMENT from a wide circle of friends and philanthropists, has led to more earnest efforts to increase the efficiency of the College by adding to the permanent funds. From an early period the school has had assistance in a financial way; but in more recent years the donations to the endowment have been greatly augmented.

In 1905, an appeal was made to Andrew Carnegie and he responded by giving \$45,000 to be used as a permanent fund. The same year Dr. D. K. Pearsons gave to the College \$25,000 as an endowment to stand for the memory of his friend, Dr. Oliver Woodson Nixon, of Chicago, who was a native of Guilford County, North Carolina. The same year, also, Benjamin N. and James B. Duke gave \$15,000 to the endowment, making their total donations to Guilford \$25,000. Among the benefactors is Samuel Hill who gave \$5,000 in memory of his father, Nathan B. Hill, and \$6,000 subsequently for improvements in buildings and grounds. Dr. Alfred H. Lindley, of Minneapolis, created a fund of \$5,000 to the memory of his daughter, Ella Lindley. In 1904-1905 a fund of \$12,000 was established to the memory of Harriet Green, an English Friend who labored much in the Gospel among the Friends of America. The Francis White Fund of \$5,000 is in memory of Francis White, who in his lifetime gave assistance and great encouragement to the work of education in North Carolina.

The Jonathan E. Cox fund of \$3,000 was established by his son, J. Elwood Cox—endowment.

The Marvin Hardin fund of \$1,300 was established in memory of Marvin Hardin by the Class of 1904—a scholarship fund.

The William Johnson fund of \$1,500—a scholarship fund.

The Richardson Fund of \$2,758 by will of Joseph S. Richardson—a scholarship fund.

The Fowell B. Hill Fund of \$1,000 by will of Fowell B. Hill—endowment.

The Ezra Murray Meader Fund of \$1,000 by will of Elizabeth Meader White—for mathematical department.

The Francis T. King Fund of \$5,000 by will of Francis T. King—for care of buildings and campus.

The Doctor Dicia Baker Fund of \$5,000 by will of Dr. Dicia Baker—for Girls' Aid Committee of North Carolina Yearly Meeting.

The Susanna Osborne Memorial Fund of \$500—for Girls' Aid Committee of North Carolina Yearly Meeting.

The Wells Fund of \$1,000—scholarship fund.

The total sum of permanent funds—those named above and others—is \$176,500. The value of material equipment, including buildings, furniture, apparatus, and farm with its outfit, is \$148,500. Total, \$325,000.

REQUIREMENTS FOR ADMISSION

Candidates for admission must furnish evidence of good moral character, and those who come from other schools or colleges must furnish certificates of dismissal in good standing.

Unless admitted on certificate, every student desiring to enter the freshman class will be examined on the following subjects:

I. MATHEMATICS.—Higher arithmetic, including commercial forms and mensuration.

Algebra, as much as is included in any good high school algebra, including quadratics and logarithms.

Plane Geometry, five books, with original exercises.

II. ENGLISH.—English grammar, composition, and literature. Candidates for the freshman class are expected to give evidence of a careful study of the works marked “For Study”, page 72. They must also give evidence of a general knowledge of the works marked “For Reading”, pages 72 and 73.

III. LATIN.—As much as is contained in any good First Latin book and four books of Cæsar, Cicero’s Orations against Catiline, and four books of Virgil, together with exercises in Latin prose composition.

IV. HISTORY.—United States History as is given in any good high school text-book, such as Fiske's. The Eastern Nations, and Greek and Roman history to the time of Charlemagne.

V. SCIENCE.—Physiology, including anatomy and hygiene, geography, both political and physical, as is contained in good text-books on these subjects.

Students wishing to be admitted to Guilford College with credit for previous work are requested to have the principal or superintendent of the school in which the work was done, fill out a blank similar to the following. Separate blanks will be furnished on application. Such certificates will be accepted only from well-accredited high schools, and for preparatory work only.

Students not presenting certificates will be examined on all studies for which they expect credits.

Examinations for admission and for higher class standing will be held at 9 a. m. and 2 p. m. on the day preceding the opening of each term, and on Monday preceding commencement.

FORM OF CERTIFICATE

SUBJECTS	WEEKS OR YEARS	TEXT-BOOK	FINAL AVERAGE
Arithmetic			
Algebra, including loga- rithms			
Common School Geography .			
Physical Geography			
English Grammar			
Composition			
English Literature			
United States History			
Ancient History			
Latin (Primary)			
Physiology			
Plane Geometry			
Cæsar			
Virgil			
Cicero			
.....			
.....			
.....			

The above is a correct statement of work done by
..... *in our school.*

..... *Superintendent,*

Date *School.*

GROUPS OF STUDIES

The groups following are constructed in accordance with (1) the required studies and (2) electives. Besides fulfilling the requisite in required studies the student, in any group, must take at least three years' work in a single subject, known as the major subject. The student will select his group according to the major subject which he prefers. The selection of a group should be determined upon entrance into the sophomore year. Electives entitle the student to select any studies which he may choose, not in conflict with the authorized program of recitations, provided always that required studies must take precedence of electives in classification. The program of recitations will conform to the groups as outlined.

It should be noted that all students are required to take one year of Biblical instruction, the groups being so arranged that this may be done either in the sophomore or the junior year or part in each year.

Piano music and the course in Banking also stand as electives in any year except the freshman. But the maximum amount of music which a student may elect shall be two courses of not less than one year of either the intermediate or the advanced grades.

Hours Requisite for Graduation

The courses are evaluated by the term hour, which equals one recitation hour a week for a term (half year).

In each of the seven groups of studies the requisite hours for graduation shall be determined by the sum of all the required studies and the electives, as prescribed in the groups respectively.

Degrees

The degree of Bachelor of Arts will be conferred on any student who satisfactorily completes Group AI, AII, or AIII, and the degree of Bachelor of Science on any student who satisfactorily completes Group BI, BII, BIII, or BIV, provided in either case said student sustains a good moral character.

COURSES OF STUDY

Group AI—Ancient Classical

FRESHMAN

Livy	4	Tacitus	4
English	4	English	4
Greek	4	Greek	4
Graphic Algebra and		Solid Geometry	3
Plane Trigonometry	5	Spherical Trigonometry	
		or Methods of Teaching .	2

SOPHOMORE

Latin	4	Latin	4
History	3	History	3
English Composition	2	English Composition	2
Greek	4	Greek	4
Physics	4	Chemistry A	4

JUNIOR

Ancient Language	4	Ancient Language	4
Biology	4	Physiology	4
German or French	4	German or French	4
Electives	4	Electives	4

SENIOR

Psychology	3	Logic	2
German or French	4	German or French	4
Ancient Language	3	Ancient Language	3
Electives	6	Astronomy	2
		Electives	4

Group All—English Classical

FRESHMAN

English	4	English	4
Livy	4	Tacitus	4
Graphic Algebra and		Solid Geometry	3
Plane Trigonometry	5	Spherical Trigonometry or	
German or French	4	Methods of Teaching	2
		German or French	4

SOPHOMORE

History	3	History	3
English Composition	2	English Composition	2
German or French	4	German or French	4
Physics	4	Chemistry A	4
Electives	4	Electives	4

JUNIOR

English	3	English	3
Biology	4	Physiology	4
Electives	9	Electives	9

SENIOR

English	3	English	3
Psychology	3	Logic	2
Electives	10	Astronomy	2
		Electives	9

Group AIII—Political Science

FRESHMAN

History or Livy	4	History or Tacitus	4
English	4	English	4
Physics	4	Chemistry A	4
Graphic Algebra and		Solid Geometry	3
Plane Trigonometry	5	Spherical Trigonometry or	
		Methods of Teaching ...	2

SOPHOMORE

History	3	History	3
English Composition	2	English Composition	2
Biology	4	Physiology	4
German or French	4	German or French	4
Electives	4	Banking	4

JUNIOR

History	4	History	4
English	3	English	3
German or French	3	German or French	3
Electives	6	Electives	6

SENIOR

Economics	4	Economics	3
Psychology	3	Logic	2
Sociology	3	Ethics	4
Electives	6	Electives	6

Group BI—Chemistry

FRESHMAN

Physics	4	Chemistry A	4	✓
English	4	English	4	✓
Graphic Algebra and		Solid Geometry	3	
Plane Trigonometry	5	Spherical Trigonometry or		
German or French	4	Methods of Teaching	2	
		German or French	4	✓

SOPHOMORE

Chemistry	4	Chemistry	4	
History	3	History	3	✓
English Composition	2	English Composition	2	✓
German or French	4	German or French	4	
Physics	4	Physics	4	

JUNIOR

Chemistry	4	Chemistry	4	
Biology	4	Physiology	4	
Electives	8	Electives	8	

SENIOR

Chemistry	4	Chemistry	4	
Psychology	3	Logic	2	
Electives	8	Astronomy	2	
		Electives	7	

Group BII—Physics

FRESHMAN

Physics	4	Chemistry A	4
English	4	English	4
Graphic Algebra and		Solid Geometry	3
Plane Trigonometry	5	Spherical Trigonometry or	
German or French	4	Methods of Teaching ...	2
		German or French	4

SOPHOMORE

Physics	4	Physics	4
History	3	History	3
English Composition	2	English Composition	2
German or French	4	German or French	4
Analytics	4	Analytics	5

JUNIOR

Physics	4	Physics	4
Mathematics	4	Mathematics	4
Chemistry	4	Chemistry	4
Electives	4	Electives	4

SENIOR

Physics	4	Logic	2
Psychology	3	Astronomy	2
Biology	4	Physiology	4
Electives	4	Electives	7

Group BIII—Biology

FRESHMAN

Physics	4	Chemistry A	4
English	4	English	4
Graphic Algebra and		Solid Geometry	3
Plane Trigonometry	5	Spherical Trigonometry or	
German or French	4	Methods of Teaching	2
		German or French	4

SOPHOMORE

Biology	4	Physiology	4
History	3	History	3
English Composition	2	English Composition	2
German or French	4	German or French	4
Chemistry or Electives ...	4	Chemistry or Electives ..	4

JUNIOR

Biology	4	Biology	4
Geology	4	Geology	4
Physics or Electives	4	Physics or Electives	4
Electives	4	Electives	4

SENIOR

Biology	4	Biology	4
Psychology	3	Logic	2
Electives	9	Astronomy	2
		Electives	7

Group BIV—Mathematics

FRESHMAN

Graphic Algebra and	Solid Geometry	3
Plane Trigonometry	Spherical Trigonometry .	2
English	English	4
Physics	Chemistry A	4
German or French	German or French	4

SOPHOMORE

Analytics	Analytics	5
History	History	3
English Composition	English Composition	2
Physics	Physics	4
Electives	Electives	4

JUNIOR

Mathematics	Mathematics	4
Biology	Physiology	4
Electives	Electives	8

SENIOR

Mathematics	Mathematics	3
Psychology	Logic	2
Electives	Astronomy	2
	Electives	9

DEPARTMENTS OF INSTRUCTION

Latin Language and Literature

I. LIVY.—This course embraces two books of Livy and composition weekly. Rapid reading and sight reading on easy passages are employed as tests. Points in history and syntax, together with Livy's style, are emphasized. Four hours a week. Fall term. Freshman.

II. TACITUS.—This course embraces the *Germania* and *Agricola*. Also either the *Poet Archias* of Cicero, or composition, as the case demands, is required. The *Germania* is studied for its intrinsic value as history; the *Agricola* is studied as history and as a biography. The *Agricola* of Tacitus and the *Poet Archias* of Cicero are studied as masterpieces in Latin literature. Four hours a week. Spring term. Freshman.

*III. SELECTIONS FROM VIRGIL.—This course embraces *Georgics* I and IV, and selections from the *Æneid*. In this course it is intended to set forth the principles upon which Latin poetry is based, the hexameter being the simplest and best representative of Latin verse. The selections are made with a view to

* Not given in 1913-1914; Course IV instead.

illustrate Virgil's method of developing a National Epic for the Romans. Virgil's style and syntax are an essential part of the course. Four hours a week. Fall term. Sophomore.

IV. SELECTIONS FROM OVID AND PROPERTIUS.—This course embraces selections from the Elegies of Ovid and Propertius illustrative of this department of Latin poetry. The selections from the Metamorphoses of Ovid are very valuable from the mythology which they contain treated in epic form. Four hours a week. Spring term. Sophomore.

V. HORACE.—Many of the Odes and of the Satires and Epistles, and the *Ars Poetica* constitute this course. Poetic peculiarities, sentiment, and elegance of expression in Latin verse are among the things studied. Prosody is an essential part of the work. Four hours a week. Fall term. Junior.

*VI. CICERO'S TUSCULAN DISPUTATIONS I AND SELECTIONS FROM LUCRETIUS.—This course is given as a study in Roman philosophy. Special attention is called to philosophical thought as expressed by these two authors. The technical meaning of words, and a thorough drill in syntax are emphasized. Four hours a week. Spring term. Junior.

VII. ROMAN COMEDY.—This course embraces the *Captivi* and *Trinummus* of Plautus, the *Andria* and

* Not given in 1913-1914; Horace instead to follow Ovid.

Adelphoe of Terence. It is the intention of this course to give the student an idea of the fundamental qualities of Roman comedy. It is in the comedy that one finds daily life depicted, and it is in comedy that the daily speech is used,—two very essential elements toward a correct understanding of the literature of a people. Three hours a week. Fall term. Senior.

VIII. TRAGEDY.—This course embraces three Tragedies of Seneca and selections at sight from Gudeman's Latin Literature. Three hours a week. Spring term. Senior.

The Greek Language

I. The first term in the study of Greek is devoted to learning the forms of the language, and doing easy exercises from Frost's Greek Primer. In the second term, two books of Xenophon's Anabasis are read.

II. In the second year, the third book of the Anabasis, and about an equal amount of Herodotus are read in the first term. The second term is given to Homer's Iliad.

III. During the first term of the third year Plato's Apology, Crito, and Thucydides are read. The last term is given to New Testament Greek.

For students electing a fourth year in Greek additional reading matter will be furnished according to the wish and efficiency of the class.

German

The first year is devoted to the study of *Lehrbuch der deutschen Sprache*, supplemented by the reading of some simple story, as *Storm's Immensee*.

During the second year such books are read as *Brandt's German Reader*, *Im Vaterland*, and *Willkommen in Deutschland*.

French

I. During the first year the work comprises: (1) careful drill in pronunciation; (2) the rudiments of grammar; (3) easy exercises in translating into French; (4) writing French from dictation; (5) practice in conversation; (6) the reading of about 150 pages of easy French stories. Grammar: *Francois' Beginner's French*. Four hours a week.

II. The second year work comprises: (1) the reading of from 300 to 400 pages of modern French in the form of stories and historical sketches; (2) constant practice as in the first year, in pronunciation, grammar, dictation, composition, and construction. Text-books: *A Prose Composition* and such texts as *Dumas' Le Comte de Monte-Cristo*, *Halévy's L'Abbé Constantin*; *Eckmann-Chatrian's Madame Thérèse*, etc. Four hours a week.

III. Elective.

English

Ia. RHETORIC, COMPOSITION AND LITERATURE.—This course covers in the main the principles of rhetoric and composition, with the frequent writing of themes which are discussed in personal conferences between the writers and the instructor. Attention is also given to the reading and careful analysis of model prose selections taken from the best English and American writers. In addition to the above, each member of the class is expected to choose one of several elective courses of private reading on which he may expect to be examined at the end of the term. Four hours a week, first term.

Ib. ENGLISH LITERATURE.—The second half year presents a general survey of English Literature from the Anglo-Saxon age to the present day. Lectures, readings in class, outside readings and reports. Four hours a week, second term.

IIa. ELIZABETHAN DRAMA.—This course is intended to acquaint the student with the drama of the age of Elizabeth. It consists of a historical survey of the drama, a study of the playwrights immediately preceding Shakespeare with respect to their influence upon him, a study of Elizabethan society and playhouses, and a few of Shakespeare's early plays. Elective. Three hours a week, first term.

IIb. SHAKESPEARE.—This course is a continuation of IIa. The entire term is devoted to the careful

analysis of a selected number of Shakespeare's plays and a study of his development as a dramatist. Other plays are read less critically outside the class. Elective. Three hours a week, second term.

IIIa. NINETEENTH CENTURY PROSE.—During the first half year attention is given to the English prose masters of the nineteenth century, and a more or less critical examination of some of their works. Lectures, readings in class, outside readings and reports. Elective. Three hours a week.

IIIb. NINETEENTH CENTURY POETRY.—The second half year is devoted to the careful study of some of the principles of literary criticism and their application to the works of the nineteenth century poets. Lectures, readings in class, outside readings and reports. Elective. Three hours a week.

* IVa. AMERICAN LITERATURE.—The purpose of this course is to give the student a general survey of American Literature from 1607 to the present day, with a more or less intensive study of the representative writers of each period. Lectures, recitations, outside readings and reports. Elective. Three hours a week, first term.

* IVb. EIGHTEENTH CENTURY LITERATURE.—This course presents a study of the literary movements in the eighteenth century and a critical analysis of

* Not given in 1913-1914.

selected readings from the representative English poets and prose writers. Lectures, readings in class, outside readings and reports. Elective. Three hours a week, second term.

V. ADVANCED RHETORIC AND COMPOSITION.—A study of formal rhetoric and composition. Personal conferences and criticisms. Required of all sophomores. Two hours a week throughout the year.

Students in upper classes who are deficient in English Composition will be required to do special work in that subject.

Biblical Literature

The work in Biblical Literature consists of a survey of Hebrew and Jewish history, with special studies in the prophetic writings during the fall term. The spring term is devoted to the study of the four Gospels. Four hours a week. One year. Given every other year. Not given in 1913-1914. After 1914, required of all students in their junior or senior year.

A course in Biblical History and Literature designed particularly to meet the needs of Bible School teachers will be offered as an elective in 1913-1914. Two hours a week in the fall term and four hours a week in the spring term.

History and Economics

* I. MEDIAEVAL AND MODERN HISTORY.—In this course the history of Western Europe is studied, outlining the Rise of the Papacy, the Crusades, the Renaissance, the Reformation, the French Revolution, and the Development of Modern Europe. Reference work in the Library and reports on special topics form an essential part of the course. Three hours a week. One year. Elective in Political Science Group in freshman year. Required in all other Groups in the sophomore year.

II. ENGLISH HISTORY.—This is a study of the political, industrial and constitutional development of England from the earliest period to the present time. Special attention will be given the State, the English Church, the Puritan Movement, the Colonial System and the Industrial Revolution. Reference work and reports are required. Three hours a week. One year. Alternates with Course I as an elective in freshman year in Political Science Group and as a requirement of sophomores in all other Groups.

IIIa. CONSTITUTIONAL HISTORY.—This is a study of the formation and development of the United States Government, with a close examination of its present form and workings. It is, therefore, a combination of history and advanced civics. A text-book

* Not given in 1913-1914.

is used, but considerable reference work in the Library is required, the results of which are embodied in themes at regular intervals during the term. The aim is not only to develop a knowledge of the history and workings of the Government, but to stimulate an interest in current political life and its responsibilities. Four hours a week. Fall term. Required in the Political Science Group; elective in junior or senior year in all other Groups.

IIIb. CONSTITUTIONAL HISTORY.—The nature and origin of government will be traced, together with the development of the modern states: England, France, Switzerland and Germany. This is followed by a study of the general form and working of these governments, with emphasis on the legislative, administrative and judicial functions. Reference work on the subject matter of the course and the current political and diplomatic situation in Europe is done in the Library and reports made to the class. Each member of the class is required to make an independent study of some government not treated in the class and write a theme on it. Four hours a week. Spring term. Required in the Political Science Group; elective in junior or senior year in all other Groups.

IV. AMERICAN HISTORY.—This is a course in advanced American History, and deals with origins, movements, and developments rather than mere incidents and facts. A text-book will form the basis of

the course, but broad readings, reports, lectures and discussions will form the major part of the work. The study will extend throughout the year, reciting four hours a week, but will be divided into two parts as follows:

(a) Fall term: 1492-1789—Colonial Period, Revolution and Independence, Formation of the Government and Origin of Parties.

(b) Spring term: 1789-1912—National Development and Expansion, Slavery Controversy, Civil War and Reconstruction, Period since the War.

Courses IV*a* and IV*b* alternate with III*a* and III*b* and will be given in 1913-1914.

V. ECONOMICS.—This is a general introduction to the principles of political economy. Its purpose is to give a general understanding of current American economic problems and of the forces underlying our industrial life, thus preparing students for more advanced study and the duties of citizenship. The course consists of text-book, collateral reference work and a theme by each student based on a study of some practical economic problem. Four hours a week. Fall term. Junior or senior.

VI. ECONOMICS.—This course is a continuation of Economics V. In it a more thorough study is made of certain phases of political economy, including money and banking, transportation, corporations and

the tariff. Four hours a week. Spring term. Junior or senior.

VII. SOCIOLOGY.—This course strives to explain the basis of society, the social institutions, social pathology and the remedies, and social psychology and progress. Collateral reading and the study of some current social problem is required of each member of the class. Three hours a week. Fall term. Senior.

Philosophy

I. PSYCHOLOGY.—A course in general psychology, seeking to cover the field of mental facts and processes, supplemented by readings and lectures. Three hours a week. Fall term. Senior.

II. ETHICS.—In this course the trend of Christian ethics will be considered historically, and an attempt is made to find a fundamental basis of moral conduct. The work consists of lectures and notes on assigned readings, together with a theme on some phase of ethical study. Four hours a week. Spring term. Senior.

III. LOGIC.—Careful attention is given in this course to definitions and explanations of the terms, and much practice in processes of reasoning. Two hours a week. Spring term. Senior.

IV. METHODS OF TEACHING.—A practical study

of the psychology and methods involved in the teaching of the common school subjects. Last eight weeks. Spring term. Elective.

Mathematics

Ia. GRAPHIC ALGEBRA.—Rapid review of quadratics, careful study of theory of exponents, binomial theorem, ratio, logarithms, graphs. Two hours a week. Fall term. Freshman.

Ib. PLANE TRIGONOMETRY.—The definitions and relations of the six trigonometric functions as ratios; circular measurement of angles; proofs of the principal formulas, especially those for the sine, cosine, and tangent of the sum or difference of any two angles whatever, and of double angles and half angles; also the product expressions for the sum of two sines or of two cosines, etc.; the transformation of trigonometric expressions by means of these formulas, the use of inverse functions, and the solution of plane triangles. Three hours a week. Fall term. Freshman.

IIa. SOLID GEOMETRY.—Properties of straight lines and planes, of dihedral and polyhedral angles, of projections, of polyhedrons, including prisms, pyramids, and the regular solids, of cylinders, cones, and spheres, of spherical triangles, and the practical measurements of surfaces and solids. Dissected sphere, truncated cones, prisms, and pyramids with other solids are used in illustration of practical work. Three hours a week. Spring term. Freshman.

IIb. SPHERICAL TRIGONOMETRY.—With simple applications in Navigation. Two hours a week. Spring term. Freshman.

IIIa. PLANE ANALYTIC GEOMETRY.—Line, circle, and conics, with graphs and problems in loci. Four hours a week. Fall term. Sophomore.

IIIb. SOLID ANALYTIC GEOMETRY.—This is an elementary course in three-dimensional geometry, including the plane, straight line and quadratic surfaces. Five hours a week. Spring term. Sophomore. (Analytics, 3 hours a week. Special topics in College Algebra, 2 hours a week.)

IVa. DIFFERENTIAL CALCULUS.—An elementary course, with applications, including maxima and minima, rates and infinite series. Four hours a week. Fall term. Junior.

IVb. INTEGRAL CALCULUS.—This course is devoted mainly to the integral calculus of functions of one variable and covers the following subjects: differentials; methods of integration; definite integrals; applications to areas and lengths of plane curves; volumes of solids of revolution; and mechanical applications to work, pressure, etc. Four hours a week. Spring term. Junior.

Va. DIFFERENTIAL EQUATIONS.

Vb. MECHANICS.

VIa. SURVEYING.—The recitations cover the construction, use and adjustment of the compass, surveyors' and solar transit and level, the use of chains, tapes, rods and other instruments; land surveying computations, including balancing, supplying omissions, finding areas and dividing land; and United States public land surveys. The field work and computations afford practice chiefly in making a traverse and transit and chain. in leveling, in adjustments of transit and level, and in the computations required to balance and map the traverse. Field work, computations and mapping; also stadia and plane table work. Three hours. Fall term. Elective.

VIb. DESCRIPTIVE ASTRONOMY.—This course aims to give such information concerning the heavenly bodies and the laws by which they are governed as must be secured by every one who aspires to the possession of a liberal education. The student learns the method of determining the figure, dimensions, distances, motions, physical character, and telescopic appearances of the bodies constituting the solar system, nature of comets, meteors, stars, nebulae.

A small telescope, a solar transit, a student's spectrometer, sextant, clinometer, and sundial enable students to supplement their work with interesting observations as are required. Two hours a week. Spring term. Senior.

Biology and Geology

I. GENERAL BIOLOGY.—This course is a study of the structure and life-history of typical plants and animals. Special attention is given to physiological processes and to the nature of protoplasm. It is also the object of the course to give the student some knowledge of the laws of life and the philosophy of organization.

II. COMPARATIVE ANATOMY AND EMBRYOLOGY OF VERTEBRATES.—The course consists of (1) the dissection of types of vertebrates; (2) the early development of the frog; (3) the embryology of the chick. Lectures, text-book and laboratory work. Four hours a week. Text-book, Lillie's *The Development of the Chick*. Not given in 1913-1914.

III. PLANT MORPHOLOGY.—This course consists of a special study of the morphology of the Pteridophytes and Spermatophytes. Field work on the ecology of seed bearing plants will also be given. Four hours a week. Fall term.

IV. BACTERIOLOGY AND SANITATION.—This course consists of a study of the methods of isolating and cultivating bacteria. Both free-living and parasitic bacteria will be studied. Readings and lectures on sanitation and the conquest of disease will follow the study of bacteriological methods. Four hours a week. Spring term.

Courses III and IV alternate with II.

V. GEOLOGY.—Recitations, laboratory and field work. The common rocks and minerals are studied and identified, their dynamic, structural and historical geology is studied in connection with field trips, stereopticon illustrations, and the examination of fossils in the laboratory. Four hours a week.

Chemistry

A.—In view of the wide application of chemistry in modern life, a half year's work in this subject is required of all freshmen. The principles of the subject are taken up in a very general manner and the most important elements considered with particular reference to manufacturing processes. The lectures and recitations are accompanied by many experimental demonstrations. This course is intended as an introduction to Chemistry I and is not equivalent to a half year's work in that course. Lectures, recitations and laboratory work. Four hours. Second half year.

I. GENERAL CHEMISTRY.—This course consists of a thorough study of the more important elements and their compounds, nomenclature and equations, together with an introduction to Physical Chemistry. In general, there will be two lectures and two laboratory periods each week. The laboratory work consists of the preparation and study of the properties of the non-metallic elements and their compounds. Re-

quired sophomore year of all students electing the Chemistry Group and junior year of all students electing the Physics Group. Four hours entire year.

II. QUALITATIVE ANALYSIS.—This course is as practical as possible, and includes the separation and detection of the bases and acids. Analyses are made of simple salts and minerals. Entirely laboratory work with the exception of one hour recitation each week. Pre-requisite, Chemistry I. Four hours or more by arrangement.

III. QUANTITATIVE ANALYSIS.—Analysis of pure salts is made by the simpler gravimetric and volumetric methods, as well as complete analyses of ores and technical products. Pre-requisite, Chemistry I and II. Four hours or more by arrangement.

IV. ORGANIC CHEMISTRY.—This course consists of a study of the principal compounds of carbon and their derivations. Instruction is given by means of lectures, recitations and laboratory work, in which many of the simpler organic substances are prepared. Pre-requisite, Chemistry I. Three hours entire year.

V. ADVANCED QUANTITATIVE ANALYSIS.—This is a continuation of Course III and consists of the analysis of water, fertilizers, milk, coal, iron, and steel, etc. Four hours or more by arrangement.

In all courses in Chemistry one laboratory period consists of two and a half actual hours.

A breakage fee of 50 cents per term is required of all students in the Chemistry Department, which is included in the term fee.

Physics

The physics laboratory is in the basement of King Hall. The room is 24 x 70 feet and is well equipped for the following courses:

A. An elementary general course, including text-book work, individual laboratory measurements, lecture experiments, collateral reading and mathematical work, making use of algebra and plane geometry. Four hours a week. Fall term.

Text, Carhart and Chute's First Principles of Physics.

I. GENERAL PHYSICS.—This course is open to those who have completed Physics A and who have a good working knowledge of Plane Trigonometry and the elements of graphing. Mechanics, heat, sound, light, electricity and magnetism are studied in detail. In this course at least one period of laboratory work is required each week, the chief aim of which is to establish an immediate and vital connection between theory and experiment by accuracy of observation and of measurement. Four hours a week the entire year. The text-book is Hastings and Beach, General Physics.

II. A lecture and laboratory course in electricity and magnetism. In this course special attention will be given to the examination of specimens of iron, plotting hysteresis curves, measurement of capacity, quantity, inductance, etc. Four hours a week entire year.

Bookkeeping and Banking

MODERN ILLUSTRATIVE BOOKKEEPING.—A course in practical work with checks, drafts, notes, deposits, discounts as practiced by progressive business houses in Double and Single Entry Systems and Special Column Journalizing, with balance sheets and business statements. Full set of blank books, commercial papers, college currency and forms are furnished the student for practice in bookkeeping.

When preparing for Banking, students should select Bookkeeping, Business Arithmetic, History, Language, Physics, Economics, and read "Money, Banking and Finance," "Commercial Law," and "Management of Business Houses."

MODERN ILLUSTRATIVE BANKING AND BANK ACCOUNTING.—This course consists of a detailed account of the organization, management and the most approved practice in banking as to actual work of each department and proofs for same, using forms and vouchers and regular bank books for each day's work. Lessons on the Burroughs Adding Machine will supplement the work.

The extra charge of \$10.00 per term includes blanks and vouchers. Required in Course AIII, and can be elected in any course.

Department of Music

It is the aim of the department to give such technical and aesthetic training as will enable students to continue their studies independently and also to impart their knowledge. To this end courses have been arranged along those lines which will tend to cultivate taste, develop the mind, and elevate the ideals.

The time required for the completion of these courses will vary, according to the native talent, the previous training, and industry of the student.

Pupils will be taught with reference to their peculiar needs, and aided from the beginning to form habits of attention and thoughtful practice.

COURSES OF STUDY

COURSE I.

Pianoforte, Harmony, two years; History of Music, one year; literary studies equivalent to a High School course or the Guilford Preparatory course. In addition to these, German, one year; French, one year; English Literature, one year.

COURSE II.

Voice Culture, Pianoforte, through the Freshman year; Harmony, one year; History of Music, one year:

literary studies equivalent to a High School course or the Guilford Preparatory course. In addition to these, German, one year; French, one year; English Literature, one year.

PIANOFORTE

Studies: Kühner, Löschhorn, Lemoine, Streabbog, Gurlitt, Smith, Concone, Lambert, Burgmüller and others.

Duets and trios.

Pieces: Suitable pieces selected with a view to the most rapid advancement of the pupil. Sonatinas by Kullak, Clementi, Haydn and Mozart.

Scales and arpeggios introduced. Memory work.

FRESHMAN

Studies: Czerny-Germer, LeCouppéy, Berens Velocity exercises, Bach's "Little Preludes and Fugues", Czerny Octaves, op. 553, etc.

Pieces by Bohm, Bachmann, Lack, Wachs, Haydn, Merkel, Schumann.

Easier Sonatas by Haydn, Mozart, and Beethoven.

Scales and arpeggios, major and minor, parallel motion.

Memory work.

SOPHOMORE

Studies: Czerny, op. 299. Czerny-Liebling studies, Löw Octaves, op. 281, Bach French Suites, and Two-part Inventions.

Pieces: Mendelssohn, Chaminade, Godard, Meyer-Helmund, Karganoff, Reinhold, Dreyschock.

Duets, quartettes, two piano pieces. Sonatas, Mozart, Beethoven.

Scales and arpeggios, major and minor scales in tenths and contrary motion, arpeggios, inverted and contrary.

Memory work.

JUNIOR

Studies: Czerny, op. 740, Czerny "Staccato and Legato", Kullak Octaves, Pischna Progressive Exercises, Clementi-Tausig, "Gradus", Bach Three-part Inventions. Quartettes and two piano pieces.

Pieces: Schumann, Schubert-Liszt, Raff, MacDowell, Moszkowski, Chopin, Weber, Leschetizky, etc.

Sonatas: Beethoven, Mozart.

Scales, major and minor in thirds and sixths and contrary, arpeggios, inverted and contrary.

Memory work.

SENIOR

Technical work of preceding grades continued.

Pieces: Liszt, Brahms, Weber, Chopin, Vogrich, Schumann, Rubinstein, Rachmaninoff.

Bach Well-Tempered Clavichord.

Candidates for admission into the senior class will be required to pass the following examination at the beginning of the year in which they intend to graduate:

I. Major and minor scales parallel in octaves.

thirds, tenths, and sixths, and contrary, at the speed of 92 to four sixteenths; arpeggios, major and minor, parallel and contrary and inverted, at the speed of 80 to four sixteenths.

II. Sonata by Mozart.

III. Three-part Bach Invention from memory.

IV. Two pieces from memory, studied during the junior year.

VOCAL

Careful attention will be given to correct breathing, voice placing, tone production; the use of the lips, tongue and palate with reference to distinct articulation; all tending toward the development of a natural and easy manner of singing.

Vocalises and Solfeggio: Studies selected from Concone, Panofka, Marchesi, Sieber, Bordogni.

Songs of the best English and American composers, beside those of Mozart, Schubert, Schumann, Franz, Grieg.

French, German and Italian songs in the original text.

Arias from the Oratorios of Handel, Haydn, Mendelssohn.

HARMONY

The difficulties in the study of harmony will be lessened by learning that the rules are derived from certain principles; i. e., the natural tendencies in harmonic and melodic progressions. The study will in-

volve a thorough knowledge of musical notation, intervals, signatures, keys, formation of scales, triads of major and minor scales and their inversions. Simple four-part writing from given basses and sopranos.

Harmonies of the Seventh and their inversions, secondary harmonies of the Seventh and their inversions.

Chords of the Seventh in connection with chords of other tone degrees.

Chords of Ninth, Eleventh and Thirteenth.

Chromatic alterations of the Fundamental Harmonies, Modulations, Suspensions, Organ-Point, Passing-Notes, Passing Chords, Harmonizing Melodies. Text-book, Emery's Elements of Harmony.

HISTORY OF MUSIC

Music before the twelfth century.

Development as an independent art.

Evolution of Folk-Songs: Troubadours, Minnesingers, Meistersingers.

Evolution of Music Forms: Choral, Oratorios, Sacred Cantata, Sonata, Symphony.

Schools of Music: The Netherlands, Flemish, Italian, French, German.

Masters of Music: Palestrina, Handel, Bach, Gluck, Haydn, Mozart, Beethoven.

Lesser Lights: Schubert, von Weber, Spohr, Mendelssohn, Schumann, Cherubini, Wagner.

FREE CLASSES

SIGHT SINGING.—For those desiring to fit themselves for music teaching in schools, or for chorus singing. Text-book, Root's Methodical Sight-Singing, Part II.

CHORUS CLASSES.—In these classes students receive training in part-singing.

RECITALS

Realizing that ease and confidence in playing for others can be acquired only by doing so, pupils' recitals will occur at regular intervals, at which students will perform studies and pieces in the presence of all the pupils, the numbers given being explained and analyzed.

Two public recitals will be given during each term.

Pupils will have the opportunity of hearing the best works of the different epochs performed and analyzed.

DIPLOMAS

Candidates for graduation in music, besides completing the prescribed course, will be required to give a finished and satisfactory public recital.

Students who are candidates for a degree will be permitted to substitute a maximum of two courses of not less than one year each, satisfactorily completed, in or above the freshman class in music, for any two electives in the regular academic courses.

Students are charged regular tuition besides the music whether they take other studies or not, and when entering the class in music at the beginning of the term, they are charged the full rate for the term, with no rebate, except in case of protracted sickness.

Domestic Science

The department of Domestic Science affords excellent opportunity to young women not only for learning how to do cooking in the best way to secure wholesome food, but also for the economic management of a household. The department includes classes also in sewing.

Girls pursuing this subject may make it elective one hour each term ; that is, credit in Domestic Science may count for work towards completing a course for graduation.

THE PREPARATORY SCHOOL

A course of training for students who come to us unprepared for college classes has been arranged and embraces the following subjects:

FALL TERM

✓ English A	5
✓ English B	4
✓ English C	4
✓ Arithmetic	5
— Algebra	5
✓ Primary Latin	5
✓ Cæsar	5
✓ Ancient History	4
— Physiology	4
Plane Geometry, Books	
I, II, III,	4
Cicero	5
Bookkeeping (Elective)	3
Bible	1

SPRING TERM

✓ English A	5
✓ English B	4
✓ English C	4
✓ Arithmetic	5
— Algebra	5
✓ Primary Latin	5
✓ Cæsar	5
✓ Ancient History	4
— Physiography	4
Virgil	5
Plane Geometry, Books	
IV and V and Loga-	
rithms	5
✓ Bookkeeping (Elective)	3
✓ American History	4
✓ Bible	1

ENGLISH

A. The work in English for the first year in the preparatory course consists of grammar, composition, and literature. Masterpieces in literature are carefully studied and made to serve as topics for drill in

composition. Short selections are memorized. Outside reading is also required.

B. Pupils are required in the second year preparatory to study technical English grammar, Elementary Rhetoric, masterpieces in English and American Literature, and composition. Memory work and outside reading are both required.

C. The third year in English prepares for entrance to the freshman class in College. For the year 1913-1914 the following will be required:

✓**FOR STUDY.**—Shakespeare's *Macbeth*; Milton's *L'Allegro*, *Il Penseroso*, *Comus*, *Lycidas*, and some of his *Sonnets*; Scott's *Lady of the Lake*; Arnold's *Sohrab and Rustum*; Carlyle's *Essay on Burns*.

FOR READING.—(Two must be selected from each group.)

I. *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, *Daniel*, *Ruth*, *Esther*; Homer's *Iliad*; Virgil's *Æneid*.

II. *Merchant of Venice*; *As You Like It*; *Twelfth Night*; *Henry V*; *Julius Cæsar*; *Midsummer Night's Dream*.

III. *Robinson Crusoe*; *Vicar of Wakefield*; *Ivanhoe*; *House of Seven Gables*; *David Copperfield*; *Silas Marner*; *Treasure Island*; *Cranford*.

IV. *Pilgrim's Progress*; *Franklin's Autobiography*; *Parkman's Oregon Trail*; *Stevenson's Inland Voyage and Travels with a Donkey*; *Sir Roger de*

Coverley Papers; Macaulay's Essay on Warren Hastings; Irving's Sketch Book.

V. Gray's Elegy and Goldsmith's Deserted Village; Coleridge's Ancient Mariner and Lowell's Vision of Sir Launfal; Scott's Lay of the Last Minstrel; all of Wordsworth, Shelley, and Keats in Palgrave's Golden Treasury; Longfellow's Miles Standish and Whittier's Snowbound; Tennyson's Gareth and Lynette, Lancelot and Elaine, and Passing of Arthur; Byron's Childe Harold, Canto IV, and Prisoner of Chillon.

LATIN

Three years in Latin are given in the Preparatory School.

I. PRIMARY LATIN.—This is a five-hour course throughout the first year and embraces all the essentials preparatory to a study of higher Latin.

II. CAESAR'S GALLIC WAR AND LATIN COMPOSITION.—This course extends through the second year, embracing four books, I-IV. Composition weekly. An effort is made to develop a ready reading knowledge of Latin. Attention is given to pronunciation, word-forms, case-syntax, moods, tenses, and indirect discourse. Military matters and the geography of the text are emphasized. Five hours a week.

III. CICERO AND COMPOSITION.—This course embraces the four orations against Catiline. Composition weekly. Thorough grounding in prose construction is aimed at on the linguistic side. Oratorical

style, historical and biographical setting are considered.

IV. VIRGIL AND COMPOSITION.—This course embraces four books of Virgil. Composition weekly. Thorough drill in syntax, poetic peculiarities, and prosody are aimed at.

SCIENCE

PHYSIOLOGY.—Physiology is required of preparatory students, or those who enter college conditioned on the subject.

Four recitations a week are given throughout the fall term of the second year of the preparatory course. Besides a general outline of human anatomy, the course deals with the study of the properties, uses and actions of the various parts of the body. The influence of narcotics and alcoholic stimulants upon the various organs is carefully explained. The subject is made interesting and attractive by laboratory experiments, microscopic slides, anatomical models, charts and projections.

PHYSIOGRAPHY.—An elementary course for preparatory students. Recites four times per week. Besides the text-book work, the class makes a special study of weather conditions, the weathering of rocks, and the development of drainage systems.

HISTORY

One year of history is required of all preparatory students. This is a course in Ancient History, including Oriental, Greek and Roman.

ARITHMETIC

COURSE A. This course is designed to enable the student to acquire a practical knowledge of current business methods as well as skill in numerical calculation. The course includes a study of practical measurements, commercial discounts, gain and loss, commission and brokerage, insurance, taxes, duties and customs, interest and banking, equations and cash balance, dividends and investments, and partnership and storage. Five hours a week. Given each term. Text-book, Moore and Miner's Practical Business Arithmetic.

ALGEBRA

COURSE B.—This course includes factoring, common divisors, common multiples, fractions, simple equations and simultaneous equations. Five hours a week. Fall and spring terms. Text-book, Milne's High School Algebra.

COURSE A.—Elementary graphing, simultaneous equations, zero, fractional and negative exponents, surd quantities, imaginaries, quadratic equations, and logarithms. Five hours a week. Given each term. Text-book, Stone and Millis.

PLANE GEOMETRY.—Besides the demonstrations of the theorems, the student is required to apply the principles learned in the solution of the original propositions and problems. Three books in the fall term, and Books IV and V with special work in logarithms in the spring term.

The Museum

The Cabinet of Natural History Specimens is one of the most interesting features of the institution. The collection has been formed more especially with reference to giving assistance in class room work than to making a display of peculiar relics. It is a working cabinet rather than a collection of curiosities. We find it indispensable as a means of furnishing examples and illustrations for the various branches of natural history.

Among the most valuable specimens may be mentioned:

The collection of minerals containing more than two hundred varieties.

Specimens of limestone, including stalactites, stalagmites, and other formations from the Mammoth, Luray, and Wyandot Caves.

A number of rocks, representing igneous, metamorphic, stratified, and glaciated specimens.

A collection of fossils, numbering several hundred, giving a good idea of both animal and vegetable life in the Paleozoic, Mesozoic, and Cenozoic eras.

Volcanic Specimens.—The best of which are from the Sandwich Islands and Mount Vesuvius.

Corals.—More than one hundred specimens from the islands of the Pacific, and Florida.

Shells.—Comprising more than one hundred and fifty land and water species.

Marine Animals.—Consisting of fishes, star-fishes, sea urchins, crabs, etc.

Archaeological Specimens.—More than one thousand in number.

A collection of casts of prehistoric implements, numbering over one hundred specimens, a donation from the Smithsonian Institute. The collection illustrates the development of man through the stone, polished stone, and bronze ages.

Mounted Animals.—One hundred and seventy-five mounted birds and animals. Among them are eleven species of hawks and owls, thirteen species of wild duck taken in North Carolina, a pair of wild turkeys, a buffalo head, a large beaver, a wild cat, two minks, an alligator, and other animals. Also one hundred skins of birds and mammals used in class work.

In collecting for the cabinet great care has been taken to obtain such specimens as will aid in the study of zoology and kindred subjects.

Our cabinet contains more than two hundred varieties of birds' eggs, numbering over 1,200 individuals. This collection includes not only the eggs of our North American birds, but the most prominent orders of South America, Europe, Asia, and Africa. The eggs of the guillimots from the Faroe Islands, and the gulls and auks of Labrador and Iceland are perhaps the most rare. There are also eggs of more than thirty specimens of raptores from the United States, Canada, Mexico, Europe, and Asia.

The ostrich eggs from Africa and the penguin from South America are among the most valuable.

We would take this occasion to request any friends of the College, who have material to spare for a cabinet, to donate or deposit it. In either case they will be duly credited, and the specimens will be well cared for and freely used in different departments.

College Organizations

The Henry Clay and Websterian are composed of young men, and the Philomathean and

**LITERARY
SOCIETIES**

the Zetasian of the young women.

These societies afford an opportunity for the development of the power of extemporaneous speaking, for training in parliamentary rules, and general culture. The efforts which have been made for improvement during the year are worthy of praise.

While under the control of the denomination of

**RELIGIOUS
PURPOSE**

Friends, Guilford College is non-sectarian. In accordance with the pur-

pose of the founders, the religious life of the institution has ever been fostered with earnest solicitude, and its religious influence has been positive and in harmony with evangelical Christianity.

Aside from Christian character, no amount of intellectual training can prepare young men and women for usefulness in life. The College, therefore, regards

it of the utmost importance that a positive, healthy, religious life be maintained.

Each school day is entered upon with devotional exercises, in which, by reading from the Bible or other suitable works, or by brief talks and such other exercises as seem most appropriate, special effort is made to promote holiness of life.

All students are required to attend the regular meetings for worship held once a week. Prayer meetings are held each week.

The Young Men's Christian Association, and also the Young Women's, have a large active membership, and exercise a strong and wholesome religious influence. These associations conduct Bible classes, missionary study classes and hold religious meetings; all of which are helpful in maintaining an active religious interest throughout the student body.

The Joseph Moore Science Club was organized a few years ago to offer opportunity to students and members of the faculty who wish to do special work in science. Meetings are held every two weeks, at which lectures are given or discussions held on important phases of modern science.

For the purpose of stimulating interest in literary matters outside the curriculum proper, there is an organization known as the Guilford College Literary Club, which meets every second week during the school year. The meetings are informal, and are participated in by both students and members of the faculty.

The Biblical Research Society is composed of members of the faculty and advanced students. The society meets bi-weekly, when papers are read and discussion held on Biblical topics.

The Biblical Seminar is an organization of young men, who hold bi-weekly meetings and devote themselves to discussion of topics relating to the work of the Christian ministry.

The Athletic Association is an organization whose purpose is to have oversight of the athletic interests of the College, embracing all the forms of physical culture maintained at the College, as baseball, basket-ball, lawn tennis, and track athletics.

The Alumni Association is organized with the following officers: President, Jos. D. Cox, '04; Vice-President, Eugene J. Coltrane, '07; Secretary, Margaret Davis, '09; Treasurer, A. A. Dixon, '09; Registrar, Julia S. White, '91.

The purpose is to extend aid to the College in various ways.

A loan fund has been created by the Association for assisting students.

The Association has committees on Athletics, the Campus, Literary Productions, all of which, with the Executive Committee, are engaged throughout the year. The President's address each year at the meeting held in commencement week, as well as the annual oration, has often served to awaken a more general interest in the affairs of the College. The Association publishes the August Bulletin, in which reports of the year's proceedings can be found.

Scholarships

Bryn Mawr College offers yearly to the young woman of the graduating class making the highest average grade a scholarship of the value of four hundred dollars.

**BRYN
MAWR**

The candidate is selected on the ground of excellence in scholarship, and must have been a student of Guilford at least two years.

Haverford College offers annually to the young man of the graduating class making the highest average grade a scholarship of three hundred dollars. No one will be considered eligible as a candidate who has not been a student at Guilford College at least two years.

HAVERFORD

The Class of 1904, in memory of their esteemed member, Marvin Hardin, whose beautiful life amongst us was brought to a close in October, 1907, have endowed an annual tuition scholarship; the same to be awarded to the sophomore making the best average in the sophomore studies, said amount to be available in the spring of the senior year, and only upon the condition that the student winning the money remain at Guilford during the junior and senior years.

Prizes

The four literary societies, the Websterian, the Henry Clay, the Philomathean, and the Zetastasian, each award two prizes every year—an orator's prize and a prize for improvement. These incentives to improvement in debate and composition serve a good purpose in promoting the literary interests of the membership.

The Class of 1905 have established a prize to be awarded each year to the member of the freshman class who delivers the best declamation at a contest held near the close of the year.

A prize of ten (\$10.00) dollars, open to all undergraduates and graduates, is offered annually for the best paper, oration or lecture on "College Patriotism and the Means of Securing It."

The prize will be awarded at each commencement. Competitors are urged to discuss the subject on the basis of facts and to avoid mere theories and "fine" writing.

No production will be considered in competition for this prize which contains less than fourteen (1,400) hundred words and which does not give evidence of a study of conditions as they exist in Guilford College.

The committee of award shall consist of the Professors of English and History and a third member to be selected by the President of the College.

Honors

Members of the freshman and of the sophomore classes, pursuing a regular amount of work, whose grades do not fall below 90 per cent. in any subject, shall be entitled to "Honors".

Members of the junior class who receive an average grade of 95 per cent. in their major work and do not receive a grade below 90 per cent. in any subject, shall be entitled to "Special Honors".

Those members of the senior class who have received "Special Honors" in their junior year, and

whose average grade in the senior year does not fall below 95 per cent., shall be entitled to "Highest Honors".

No honors shall be bestowed upon a student whose deportment is unsatisfactory.

Journal

In addition to the regular literary work the societies of the College have for the past twenty-four years sustained the "GUILFORD COLLEGIAN", a journal that occupies a creditable position among college publications.

THE COLLEGIAN gives its readers some insight into the student life at the College. It is also a means of developing a taste for literary work and facility in composition on the part of those engaged in its editing.

EXPENSES

The statement below embraces the entire necessary cost of attendance at Guilford College, except for books and stationery. No attempt is made to make a student's expenses appear less than they will actually be.

College Department

Board, tuition and laundry, each term\$104.50

Payable in advance as follows:

September 9th\$55.00

November 8th49.50

January 24th55.00

March 28th49.50

Preparatory Department

Board, tuition and laundry, each term\$ 99.50

Payable in advance as follows:

September 9th\$53.00

November 8th46.50

January 24th53.00

March 28th46.50

These figures, \$209.00 or \$199.00 for a year, cover all charges for comfortably furnished rooms in Arch-

dale Hall, Y. M. C. A., or on the third floor of Founders Hall, two students in a room, single spring beds, one 16 c. p. electric light, fuel, board, laundry, bath, use of nursery in case of sickness, and tuition in all regular courses. In case of protracted sickness a charge will be made for medical treatment.

Tuition per Term

In College Department, first payment	\$17.50
In College Department, second payment	15.00
In Preparatory Department, first payment	15.00
In Preparatory Department, second payment	12.50

Extra Charges per Term

Room rent on second floor Founders, extra for each student	\$ 5.00
Room rent in Cox Hall, extra for each student	8.00
Chemistry A	3.00
Chemistry I and IV	5.50
Other Courses in Chemistry	7.50
Biology	2.50
Astronomy	1.00
Surveying	1.00
Physiology . . . . .	.50
Physics A	3.00
Other Courses in Physics	5.00
Bookkeeping or Banking	10.00

Domestic Science—Sewing	5.00
Domestic Science—Cooking	5.00

Persons rooming alone are charged extra.

All extra charges and fees are due in the first payment of each term.

Meals to the sick in rooms, except in nursery, will be charged extra.

A graduation fee of \$5.00 is charged at the close of the college course.

Students who have their laundry done at home and who are absent from the College each week from Friday evening to Monday morning are allowed \$10.00 reduction each term.

No reduction will be made for absence for the first two weeks at the beginning or for the last two weeks at the close of a term.

Charges for Music

Piano, half-hour lessons twice a week, per term.	\$20.00
Voice culture, half-hour lessons twice a week, per term	20.00
Piano or Voice, half-hour lessons once a week, per term	12.50
Harmony and Musical History, per term	2.50
Use of piano for practice, one period daily, per term	2.50
Each additional period, per term	2.00
Certificate for graduation in Music	2.50

Club Rates for Board

To meet the demands for cheaper living, arrangement has been made by which young men can furnish their own provisions and board at cost. A dining hall has been prepared for this purpose. The rooms in cottages are furnished with stoves, bedsteads, mattresses, chairs, tables, and electric lights. The charge of \$15.00 per term for each student covers room rent and wages of a cook in charge of dining-room and kitchen, and wood sawed right length for stove, electric lights and use of bath. The club must meet expense of splitting wood and bringing in wood and water for cook room, and each boy must keep his room swept. Provisions may be brought from home and their market value received in credit.

Under this plan of boarding, expense for board need not exceed cost for each student. Students who avail themselves of this system live well, and have the same advantages and are under the same regulations as those who board in the College.

If young men wish to board in the club and room in Archdale Hall or in the Y. M. C. A. Hall, the charge for room rent, laundry and cooking will be \$24.50 per term for each student.

Girls may enter New Garden Hall on the following terms: Each girl agrees to perform cheerfully and satisfactorily her allotted part of the household duties, to pay to the Treasurer of the College \$12.00 per term

room rent and to the Matron of New Garden Hall cost monthly, in advance, for board. Board may be paid in provisions at market prices or in money.

Payment of Bills

Payment of all bills for each term must be made in advance.

Students, when they enter at mid-term, will be charged from the time of entering until the close of the term, except by special arrangement. In case a student is absent from College on account of protracted sickness of ten days or more a pro rata part of the money paid will be refunded on presentation of a physician's certificate that he is not able to return. If a student should leave the institution for any other cause or be expelled or suspended, he will forfeit the money advanced.

All communications relating to financial matters should be addressed to the Treasurer, George W. White.

MISCELLANEOUS

Within twenty-four hours after arrival at the College all students are required to meet the Treasurer and make satisfactory arrangement for the settlement of bills, and procure a registration card.

At the beginning of the term, students are expected to observe all the regulations of the College from the time of their arrival. Before taking meals in the dining-room they must enroll their names upon the register in the Treasurer's office. A strict observance of this regulation is expected.

Students who prefer to do so may board and lodge elsewhere than in the college buildings, at such places as are satisfactory to the faculty, and under such regulations and restrictions as may be prescribed.

Students engaging rooms at the beginning of any term are not at liberty to withdraw to any other boarding place during that term.

The privilege of the bath-rooms is not open to students who do not board in the College.

The fact that students board outside the College gives them no exemption from attendance upon study hours, morning collection, meetings for worship, Scripture classes, or lectures.

If any student wishes to have an open account for books, it is requested that a deposit of five dollars be

made to his or her credit in the book and stationery department. A full statement of purchase can be secured at any time and balance due remitted to Mary E. W. White, who has charge of this department. The book store is open Monday, Wednesday, and Friday of each week, 8:00 to 9:00 a. m., and 1:00 to 2:00 p. m.

Boarders furnish the white linen and all covering for their beds, also their own soap, towels, and table napkins.

Great care in all the household arrangements is taken by the Matron for the accommodation and comfort of the students.

Each boarding student is allowed three meals each term free for his visiting friends.

Every student entering the College thereby pledges himself to obey faithfully its laws and regulations.

Special care should be taken to comply with the requirement that all articles of apparel be plainly marked with the name of the owner in full in indelible ink.

No student can have more than a reasonable amount of washing done without extra charge.

It is desirable that all students should be provided with overshoes and umbrellas.

Students upon arrival are expected to report at the President's office. For classification they will consult the Dean.

Rooms in the dormitories will be under the careful

daily inspection and supervision of the Matron of the College.

Each occupant is held responsible for the condition of his room, and is required to keep it in decent order.

Occupants are held responsible for disorders occurring in or issuing from a room, and any misappropriation, damage, or defacement of furniture or buildings beyond necessary wear and tear will be paid out of the Athletic Association Contingent Fund, unless settled by the person doing the damage as required.

Students are met at Guilford College station, on railroad leading from Greensboro to Winston-Salem, at the opening of each term, and conveyed to the College. For conveyance to and from the station, a moderate charge will be made to students, teachers, or visitors.

In order to secure safe and prompt delivery, express packages or postoffice money orders for students should be sent in care of Guilford College.

Telegraph and express offices are established at Guilford College railroad station.

The College has telephone connection with Greensboro and other points on the long distance line.

All students sustain a great loss who are not present at the opening of the term.

Applications for leave of absence, or for removal from College, should be made by the parent or guardian directly to the President. Parents who consult

the highest interest of their children will not call them out of school without some urgent reason.

While the management of the College will cordially provide for and encourage every kind of physical training, intercollegiate contests when permitted will be subject to such rules and regulations as the Advisory Board of Athletics may provide.

Discipline

It is taken for granted that any student who enters the institution does so for the purpose of persistent work, and that he will render due respect to the regulations, all of which are designed to promote the general welfare of the College, and to give to each member thereof full opportunity to use the many advantages for study here offered.

Students are put upon their honor, and great pains taken to maintain with all a friendly and helpful relation. The coöperation of all is sought.

If a student shows little or no inclination to study, or fails to coöperate with the faculty in maintaining good order, or engages in practices which are harmful in their influence over others, or to the reputation of the College, his parents or guardians will be informed of the facts and unless amendment be promptly made, he will be dismissed, or his parents requested to withdraw him.

The reading of pernicious literature, the use of intoxicating drinks, habitual indulgence in profane

language, carrying pistols or other dangerous weapons, would be considered grave offenses, and treated accordingly. Gunning is not allowed.

The effect of tobacco on the minds and bodies of the young is so injurious that the College desires to take all proper means to discourage its use, and will not allow it on the grounds or around the buildings. If any students persist in using it elsewhere, their standing will thereby be lowered and so entered on their records.

Donations and Bequests

Any friends of Guilford College who wish to make donations for Special or General Endowment or to leave any bequest to the Trustees of Guilford College, are invited to correspond with President Hobbs.

FORMS OF BEQUESTS

I give and bequeath to the Trustees of Guilford College, Guilford County, North Carolina, the sum ofdollars, to be applied at the discretion of its trustees for the general purposes of said College.

I give and bequeath to the Trustees of Guilford College, Guilford County, North Carolina, the sum ofdollars, to be safely invested by the trustees of said College and called the..... Scholarship Fund. The interest on this fund shall

be applied, at the discretion of the trustees of said College, to the aid of deserving students.

I give and bequeath to the Trustees of Guilford College, Guilford County, North Carolina, the sum ofdollars, to be safely invested by the trustees of said College as an endowment for the support of Professorship for in said College.

GUILFORD COLLEGE

SCHEDULE OF RECITATIONS, SPRING TERM, 1914.

	8:20-9:15	9:30-10:25	10:25-11:20	11:20-12:15	1:45-2:35	2:35-3:25	3:25-4:15	
MONDAY	English 11b. Physics I. Virgil Div. A. Caesar Div. A. Algebra B.	Chemistry I. Virgil Div. B. Scripture Prim. Latin Adv.	Biology III. Latin VIII. German II. History II. Chemistry A. Pl. Geometry Div. A. Algebra A.	Mechanics Biblical Literature Chemistry III. German III. Solid Geometry Pl. Geometry Div. B. Prim. Latin Begin'g	Ethics Analytics German I. Div. A. English 1b. Caesar Div. B. Ancient History Arithmetic A.	Latin IV. French I. Physics II. German I. Div. B. Bookkeep'g & Bank'g English C. English B.	English 11b. Geology Tacitus German I. Div. C. <i>Eng A</i>	MONDAY
TUESDAY	English VI. Biblical Literature Calculus Virgil Div. A. Caesar Div. A. Algebra B.	Greek I. Methods Chemistry I. Col. Algebra Div. B. Virgil Div. B. Physiography Prim. Latin Adv.	History 11b. French II. Latin VIII. English V. Pl. Geometry Div. A. Algebra A. Algebra C.	Economics II. Greek III. Mechanics Biology I. Solid Geometry Pl. Geometry Div. B. Prim. Latin Begin'g	Ethics Analytics German I. Div. A. English 1b. Ancient History Caesar Div. B. Arithmetic A.	Latin IV. French I. Physics II. German I. Div. B. Bookkeep'g & Bank'g English C. English B.	Geology Tacitus German I. Div. C. <i>Eng A</i>	TUESDAY
WEDNESDAY	English 11b. Calculus Physics I. Col. Algebra Div. A. Virgil Div. A. Caesar Div. A. Algebra B.	Logic Chemistry II. Greek I. Col. Algebra Div. B. Virgil Div. B. Physiography Prim. Latin Adv.	Biology III. Latin VIII. German II. French II. History II. Chemistry A. Algebra A. Algebra C.	Economics II. Mechanics Greek III. Biology I. Solid Geometry Prim. Latin Begin'g	History 11b. German III. Caesar Div. B. Arithmetic A.	Biblical Literature English B. Scripture	English 11b. German I. Div. C. <i>Eng A</i>	WEDNESDAY
THURSDAY	English 11b. Calculus Physics I. Col. Algebra Div. A. Virgil Div. A. Caesar Div. A. Algebra B.	Greek I. Methods Chemistry I. Col. Algebra Div. B. Virgil Div. B. Physiography Prim. Latin Adv.	Biology III. History III. French II. English V. Pl. Geometry Div. A. Algebra A. Algebra C.	Biology I. Astronomy Col. Algebra Div. C. Pl. Geometry Div. B. Prim. Latin Begin'g	Ethics Analytics German I. Div. A. English 1b. Ancient History Caesar Div. B. Arithmetic A.	Latin IV. Physics II. French I. German I. Div. B. Bookkeep'g & Bank'g English C. English B.	Geology German III. Tacitus <i>Eng A</i>	THURSDAY
FRIDAY	English VI. Biblical Literature Calculus Physics I. Virgil Div. A. Caesar Div. A. Algebra B.	Logic Greek I. Col. Algebra Div. B. Virgil Div. B. Physiography Prim. Latin Adv.	Biology III. German II. French II. Latin VIII. History II. Chemistry A. Pl. Geometry Div. A. Algebra A. Algebra C.	Economics II. Greek III. Biology I. Col. Algebra Div. C. Pl. Geometry Div. B. Prim. Latin Begin'g	History 11b. Analytics German I. Div. A. English 1b. Ancient History Caesar Div. B. Arithmetic A.	Latin IV. Physics II. French I. German I. Div. B. Bookkeep'g & Bank'g English C. English B.	Geology English 11b. Tacitus German I. Div. C. <i>Eng A</i>	FRIDAY
SATURDAY	Algebra C. Astronomy Pl. Geometry Div. B.	Col. Algebra Div. B. Chemistry I.	Chemistry A. Pl. Geometry Div. A.					SATURDAY





H. LOUISA OSBORNE

GUILFORD COLLEGE BULLETIN

EDITORS:
THE PRESIDENT AND A COMMITTEE OF THE FACULTY

ALUMNI NUMBER
1912-1913

PUBLISHED QUARTERLY BY GUILFORD COLLEGE,
GUILFORD COLLEGE, N. C.

OFFICERS AND COMMITTEES OF THE ALUMNI ASSOCIATION FOR 1913-1914

President	Joseph D. Cox, '04
Vice-President	Eugene J. Coltrane, '07
Secretary	Margaret Davis, '09
Treasurer	Alfred A. Dixon, '09
Registrar	Julia S. White, '91

TRUSTEES OF LOAN FUND

The Treasurer, ex-officio; Clement O. Meredith, term expires 1914; David White, term expires 1915; W. P. Henley, term expires 1916.

EXECUTIVE COMMITTEE

Emma G. King, Chairman, term expires 1914; J. Gurney Briggs, term expires 1914; Henry W. Smith, term expires 1915; D. Ralph Parker, term expires 1915; Virginia Ragsdale, term expires 1916; Mary Mendenhall, term expires 1916.

LITERARY COMMITTEE

Annie F. Petty, Chairman; Katherine C. Ricks, Bryant Smith.

ATHLETIC COMMITTEE

William P. Henley, Chairman; R. Cabell Lindsay, A. Wilson Hobbs, Chas. D. Benbow, Jr., John B. Woosley

CAMPUS COMMITTEE

Mrs. Mary E. M. Davis, Chairman; Ottis E. Mendenhall, Henry A. White

RECEPTION COMMITTEE

D. D. Carroll, Chairman; Laura Worth, C. Elmer Leak, J. Carson Hill.

CHRISTIAN WORK COMMITTEE

Joseph H. Peele, Chairman; Alva E. Lindley, Hazel I. Harmon, Amanda B. Richardson, Edward S. King.

Guilford College Bulletin

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

VOLUME VI

EIGHTH MONTH, 1913

No. 2

ALUMNI NUMBER

H. LOUISA OSBORNE

H. Louisa Osborne, daughter of Martin V. and Sarah Edwards Osborne, was born near Knightstown, Indiana. Her parents dying while she was quite young, she spent six years in the home of Barnabas Hobbs while attending school at Bloomingdale Academy; and has always greatly appreciated the influence and teaching of that gifted and godly man and also that of his wife, Rebecca Hobbs.

During her whole life, she has been, in some way, connected with some educational institution. She graduated at Earlham College, Indiana, in 1887, and then attended the State Normal one year. After teaching in Indiana three years, she came to Guilford College in 1892, where she has remained continuously for twenty-one years. In the meantime she has kept abreast of educational progress by attending Chautauquas in New York and Indiana. Her duties in the College have been arduous, teaching four, and sometimes five classes a day and also acting as governess; yet no one is more ready to do extra work for teacher or student than she.

Though Louisa was born in Indiana, her father was a Carolinian and her grandparents on her mother's side were from Guilford County. It is no wonder, then, that while she is loyal to her native state she is a Carolinian in spirit. Guilford has few friends more staunch and unselfish than she. If a question arises as to the welfare of the College and Miss Osborne, the College always gets the preference in her decision.

She does not spare herself in any of her duties, but gives of her best and in unstinted measure. She is not a teacher for the sake of gain, neither is she at Guilford for the salary, for she has repeatedly been offered a higher salary elsewhere and other positions have beckoned her—but duty, the love of the young people and the love of Guilford College have held her through the years.

That she has been eminently successful is attested by the love and esteem of the many students who have been under her care. We trust her usefulness may be extended through many more years.

MAY MEETING OF THE ALUMNI ASSOCIATION

The Alumni Association of Guilford College met in King Hall on May 27, at 9:00 o'clock. President Cox called the house to order.

By consent of the Association the roll call by classes was omitted, twenty-one members being present.

The following reports were then read and accepted

REPORT OF THE PRESIDENT

To Guilford College Alumni Association:

In making my report as President of your Association, I am unable to advise you of any especial work accomplished during the past year, except in the regular line mapped out by the Constitution.

With the beginning of my term of office we were just closing the celebration of the seventy-fifth anniversary of New Garden Boarding School and Guilford College, therefore it has hardly been an opportune time for any effort along this line the past year.

The Alumni Bulletin was published at the regular time. This I consider a most excellent number, and you will pardon my saying this when I tell you the credit for its excellence is due to our Secretary, Miss Margaret Davis.

The various committees and committee chairmen were appointed as I thought would best serve the interests of the Association, and I feel sure that the reports which will follow from them will bear out this opinion.

The new officers are very much handicapped, as I realize from experience, from the fact that their notification of election and installation in office occurs just as most of the members of the Association are leaving the College. If it is pos-

sible to do so, we would suggest that the President-elect be notified of his election a few days before the installation. This, we believe, will enable him to serve the Association better.

If I may be pardoned for another suggestion it is, that the constitution in its amended form be published again this year in the Bulletin. It is needless for me to say I appreciate the honor of being your president for the past year. My only regret is that I have been unable to accomplish more in this position

Respectfully submitted,

JOSEPH D. COX, '04, President.

REPORT OF TREASURER FOR 1912-1913

Amount brought forward from June, 1912 ...	\$173.30	
Oct. 12, 1912, Received from Geo. W. White on Bulletin	25.00	
March 1, 1913, Interest on deposit	4.19	
March 4, 1913, Received of Geo. W. Bradshaw in payment of note, with interest ..	44.85	
May 5, 1913, Received of Edward S. King in payment of notes, with interest	67.80	
May 27, 1913, Received during the year 1912- 13, 97 fees, amounting to	194.00	\$194.00
<hr/>		
Total receipts	\$509.14	\$509.14
Oct. 12, 1912, Paid Stone for printing Bulletin		\$ 70.30
Dec. 12, 1912, Paid loan to Kathryn Dorsett ..		10.00
Dec. 12, 1912, Paid loan to Clara Davis		22.50
Dec. 12, 1912, Paid loan to Virginia Helms ..		32.50
March 4, 1913, Paid loan to Virginia Helms ..		32.50
March 4, 1913, Paid loan to Clara Davis		32.50
April 2, 1913, Paid Julia White (Stamps, etc.)		2.00
April 12, 1913, Paid W. Craig for printing ..		2.00
April 12, 1913, Paid for stamps and envelopes		4.20
May 17, 1913, Paid Jos. J. Stone & Co. for printing cards		3.36
May 19, 1913, Paid typewriting for Ex. Com.		2.38
May 23, 1913, Paid for flowers		5.00
May 26, 1913, Paid for orchestra		15.00

May 27, 1913, Paid Eugene H. Marley, for 96 Collegian fees at 60 cents each	57.60
May 27, 1913, Paid Athletic Prize	10.00
May 27, 1913, Paid Reception expenses	23.93
May 28, 1913, Paid Jos. J. Stone & Co. for printing programs	1.75
May 27, 1913, Paid O. V. Woosley (expense)	1.00

Total amount paid out	\$328.52
Balance on hand	180.62
Outstanding notes (face value)	440.00

Respectfully submitted,
A. A. DIXON, '09, Treasurer.

Audited and found correct:

R. C. Lindsay, '05
H. A. White, '94

REPORT OF THE REGISTRAR OF GUILFORD COLLEGE ALUMNI ASSOCIATION

We now have on file complete data for the following classes entire: 1906 and 1912. During the year we have sent out 106 blanks and have had interesting responses from 41 of these, making a total file of 201. This means there are still 50 for whom we have no data. Some of those we do have, are not up to date, but in the two months I had to do the work in it was impossible to get it done. By another year I think it will be quite possible to have this file up-to-date in every way, and after that it will be easy enough to keep it so.

Respectfully submitted,
JULIA S. WHITE, '91, Registrar.

April, 1913.

REPORT OF EXECUTIVE COMMITTEE

Since the present term concluded the twenty-fifth year of Guilford College, the Executive Committee planned for our alumni exercises an anniversary program. We were fortunate in having a number of speakers who are connected in various

ways with the work of the College, as well as representatives from most of the graduating classes. We received a number of messages from the association, which we regret that we were unable to read in our meeting because of lack of time.

We especially appreciate the efforts of the Reception Committee, who planned the very pleasant reception which immediately followed the public meeting.

Nominations for the annual election were made by the Executive Committee and ballots sent out by the Treasurer. The election resulted as follows:

For President, Joseph D. Cox, '04; for Vice-President, Eugene J. Coltrane, '07; for Secretary, Margaret Davis, '09; for Treasurer, Alfred A. Dixon, '09; for Registrar, Julia S. White, '91; for Trustee of Loan Fund, W. P. Henley, '04; for Member of Executive Committee, Virginia Ragsdale, '92.

We urge the officers and chairmen of the committees for the coming year to send in their reports to the committee before commencement time, so that the business of the annual meeting may be more fully prepared than the present executive committee has been able to prepare it.

We recommend the following appropriations: For addition to Loan Fund, \$60; for printing Bulletin, \$45; for Athletic Prize, \$10; for use of Campus Committee, \$25.

On behalf of the committee.

EMMA KING, '01, Chairman.

May, 1913.

REPORT OF CAMPUS COMMITTEE

Little has been done on the campus this year because of the building operations in the autumn and the lack of funds. The committee hopes next autumn to get the trees set along the front avenue and also a hedge started around the south of the campus. The drive back of Archdale and Cox Hall should by all means be made to connect with one north of Founders' Hall. Where is our gateway to come from? Cannot the alumni see that something suitable is secured?

MARY E. M. DAVIS, '91,

For the Committee.

REPORT OF ATHLETIC COMMITTEE FOR 1913

Records made by the basket ball and baseball teams of Guilford College during the past year were very satisfactory to all supporters of the Crimson and Gray. The basket ball team won all of the six games played. More games should have been arranged, but owing to the failure of the State Basket Ball League and the indifference of managers of other teams, no other games were scheduled.

Complaints have been made by visiting teams of our gymnasium, which renders it more difficult to secure games on the home floor. A little work in the gymnasium would remove all objections of visitors and would increase the seating capacity at games.

Three inter-collegiate contests in tennis were held during the fall term. More encouragement should be given to this branch of athletics by providing more tennis courts. Two courts were made this year to take the place of those destroyed by the erection of buildings last summer. Four more courts should be built back of Cox Hall. By providing more courts a better opportunity would be given those who desire to exercise and contest for the college tennis team. Without having more space and better courts to practice on, we cannot hope for great results in this department of athletics.

The baseball team this year was one of the strongest in the history of the institution; and under the efficient coaching of Charles G. Doak the team made a most enviable record. The sum total of college games played was fourteen. All save the unlucky thirteenth of this number were victories for Guilford. Beyond question, Guilford has made a better record than any other College in the state. The loss of a single college game prevents her from holding a perfect record in the percentage column. The fact that Guilford's team has met the principal college teams of the state only adds to the honor of the record.

The Guilford team has a batting average of 325. The team got 179 hits and made 105 runs, while their opponents made only 33 runs. Throughout the season the team has played excellent ball, whether at home or away.

The alumni prize of \$10.00 was divided again this year between two persons—Luther Stuart and George Moorefield.

Hoping the improvements suggested may be made and trusting that greater activities in all departments of athletics may be obtained at Guilford in the future and believing our suggestions will meet the hearty approval of the Alumni Association, we respectfully submit this report.

W. P. HENLEY, '04, Chairman

May 27, 1913.

REPORT OF LITERARY COMMITTEE

We have had some good lectures during the year, but a more systematic plan for next year would be quite an improvement. So an effort for more and better lectures is now being exerted.

The inter-class debates were all duly held and were creditable.

The literary societies, to judge from the oratorical contests, have not made as good showing as in former years. Too many other things have come in, to crowd out these activities.

The Freshman contest was exceptionally good; and the Class of 1905 is to be congratulated for establishing such a prize.

A peace contest was also held. The contestants showed that they had spent some effort in preparation.

Bryant Smith, who won the state prize last year, has made a more extended study of the peace problem. He has written an essay which won for him the Mohonk prize of \$100. This is the highest honor which a college man could have won.

The literary club has not done as efficient work this year as it should. This is much to be regretted since this club should be a very potent organization.

Professor Crosby was instrumental in working up a rather unique representation of Shakespeare's Macbeth. While such a thing takes too much time to give one each year, it is quite worth our while to have this phase of our literary activities stressed a little more.

For some reason the Collegian has not been quite up to the standard.

Signed on behalf of the Committee.

CLEMENT O. MEREDITH, '00, Chairman.

REPORT OF ADVISORY COMMITTEE TO CHRISTIAN ASSOCIATIONS

We have pleasure in reporting that the work of the Christian Associations this year has been unusually successful. A progressive policy was outlined early in the year, and this was carried out reasonably well. Good work was done in the Bible Study and Mission Study Classes, and the Associations were successful in exercising a wholesome influence on the social and athletic life of the College. Practically the usual per cent. of the students was enrolled in the various classes conducted by the Associations, and this led to several decisions for the Christian life during the year. We have no hesitation in stating that the Christian Associations have influenced the entire life of the College for better living and higher ideals in a way that no other agency of the college community has been able to do.

The work of the young men and young women in these Associations should receive the unanimous support of every member of the Alumni Association. It was necessary for these organizations to have some moral and financial support from the Alumni, and we should at all times be ready to render any service that may be called for.

E. J. COLTRANE, '07,
Chairman of Committee.

REPORT OF RECEPTION COMMITTEE

The alumni reception assumed a somewhat different role this year. In the first of the meeting Miss Louisa Osborne was unanimously elected to honorary membership in the Association. Instead of the usual alumni oration, there were given

short addresses from representatives of the various departments of college interests. These addresses of greetings were given by Mr. Henry White, on behalf of the Trustees; President Hobbs, on behalf of the College; Professor Franklin Davis, on behalf of the faculty; Mrs. M. E. M. Davis, on behalf of the Advisory Committee and from one member of each of the twenty-five classes that have graduated from the College since its existence. The program, while a little long, proved to be very interesting. Especially was this true of the reports from the representatives of the early classes which graduated from the College.

Following the exercises in Memorial Hall, the alumni and their guests repaired to the Library, where an informal reception was given the class of 1913. The Library, which is always a thing of beauty, never appeared more attractive than on this occasion. Here, amid the soft strains of the orchestra and the satisfying effect of punch and cream the members of the Alumni Association exchanged greetings and memories of happy days gone by. Every one was glad he was there. If you were not there, gentle reader, you owe it to yourself and your Alma Mater to be on hand the next time. Such occasions are too good to miss.

On behalf of the committee,

O. V. WOOSLEY, '05, Chairman.

The Class of 1913 was received into membership of the Association.

Acting on the recommendation of the Campus Committee, the Association decided to take some definite step toward procuring a gateway for the college entrance and the president was instructed to appoint a committee to confer with the Campus Committee and Trustees in the matter.

The treasurer was instructed to send out the ballots to each member of the Association with the notice

that they must be in before commencement, so that he may have his report ready.

No further business coming before the Association, the house adjourned.

JOSEPH D. COX, '04, President,

MARGARET DAVIS, '09, Secretary.

TWENTY-FIFTH ANNIVERSARY EXERCISES

In order to celebrate the twenty-fifth anniversary of the founding of the College, the following program was arranged instead of the regular alumni oration: .

1. Music—Piano Solo Miss Craig
2. Brief Addresses:
 - For the Trustees, Henry White, '94.
 - For the Advisory Committee, Mary E. M. Davis, '91.
 - For the College, President Hobbs.
 - For the Faculty, Prof. J. Franklin Davis.
3. Music—Vocal Duet Mr. and Mrs. Kerner
4. Greetings from the Graduating Classes, 1889-1913.
5. Music Boys' Glee Club

In his talk, Henry White, '94, showed how closely the Trustees are united with the College and how interested they are in every phase of college life, not only in the outside management, but also in the individuals who make up the entire college community. He urged that the graduates take away from the College more than just their diplomas, and that their education be broader than what they get from text-books alone.

For the Advisory Committee, Mrs. Davis spoke first of the work that the women in the Society of Friends had done in educational lines. She said the Advisory Committee had existed since the founding of the school, though the name had been given at the

time the College was established. The members of this committee have tried to make the College a home for the students; have been interested in sanitation in and around the College, and have been instrumental in placing upon the walls copies of the best pictures.

Prof. Davis urged the fact that the College as a whole should stand for scholarship. He deprecated the fact that too much time is being spent on outside interests and too little on real scholarly work. He said that the College should be advertised by the educated, cultured men and women who graduate, rather than by the baseball team.

In the greetings from the graduating classes much interest was expressed. Every class but two was represented, either by letter or in person. Their responses were most interesting. Some brought to mind the incidents of their school days, and gave a brief account of what had been done since their graduation; others expressed a desire that the alumni be more united and active in the interests of the College; while still others, judging from the past development, saw for Guilford a progressive future, and a unique place among the small colleges of the South.

The classes were represented as follows: Class of '89, by Florina W. John; Class of '90, by a letter from Augustine W. Blair; Class of '91, by Joseph H. Peele; Class of '92, by Laura D. Worth; Class of '93, not represented; Class of '94, by F. Walter Grabs; Class of '95, by a letter from Cornelia R. Michaux; Class

of '96, by Addie Wilson Field; Class of '97, by a letter from Joseph E. Blair; Class of '98, not represented; Class of '99, by John W. Lewis, and a telegram from William Allen, Jr.; Class of '00, by Clement O. Meredith; Class of '01, by a letter from Linnie Raiford Neave; Class of '02, by a letter from Clara Cox; Class of '03, by Ida Millis; Class of '04, by D. Ralph Parker; Class of '05, by Oscar V. Woosley; Class of '06, by R. Cabell Lindsay; Class of '07, by Dudley D. Carroll; Class of '08, by George Bradshaw, and a letter from Alice White Mendenhall; Class of '09, by Rush Hodgins; Class of '10, by Leroy Miller; Class of '11, by Flora White; Class of '12, by Henry W. Smith; Class of '13, by Bryant Smith.

TWENTY-FIVE YEARS AGO

President Hobbs' Address for the Twenty-fifth Anniversary Celebration.

This long period has seen great changes in our state in material growth and increase of property, and also in the education of our people. The difference between then and now can hardly ever be clearly described.

There was less certainty twenty-five years ago as to what young people would do; whether stay in the South or go West. The common schools—free schools—were little better than nothing. Academies flourished in a number of places. Preparation for college could scarcely be gained anywhere.

Guilford was open for girls as well as for boys, notwithstanding the fact that a college nearby, not then in existence, claims to be the first co-educational college in the South.

But even at that time the spirit of education and the ambition of our people were beginning to be aroused. Almost a generation has passed away. Old time bitterness between North and South was then waning. Now it is nearly, or quite, gone.

The name Guilford College was proposed by Francis T. King, who was a remarkable man, and always interested in the development of the South, and especially so after the close of the Civil War. He suggested to the yearly meeting the donation of the yearly meeting house which stood on the present library site, to the school—New Garden Boarding School as it was called, and the moving of the yearly meeting to High Point. These suggestions were carried out a few years before the change of the school to Guilford College. The yearly meeting house transformed into a school building was destroyed by fire in 1885. The result was the erection of two buildings—King Hall and Archdale. These with Founders, constituted the buildings in 1888, when the college work began. The faculty were:

J. F. Davis, Greek and German.

Mary E. Mendenhall, English.

Jno. W. Woody, History and Political Economy.

Elwood C. Perisho, Mathematics and Elocution.

Julia White, Assistant in Mathematics.

Gertrude W. Mendenhall, Natural Science.

Priscilla B. Hackney, Matron.

I was among the number also.

In 1891 the Y. M. C. A. was erected. In 1897 we received from our friends, the Duke brothers, B. N. and J. B., \$10,000 with which to erect Memorial Hall. The cheapness of material and labor and good management made it possible to accomplish the purpose and gave us an auditorium, museum, and two laboratories and an office and two class rooms. This was a good beginning.

In 1907 New Garden Hall was built. In 1908 we had another fire. This caused a loss of valuable books and property. The result was a new library, rear of a King Hall yet to be, renovation of Founders and steam heat in three build-

ings—Founders, Library, and the recitation building. The cost of all these improvements was about \$54,000.

Last year Cox Hall was erected and also the new church, the cost of the two being about \$37,000. These are steam heated. So is Archdale. In the meantime the gymnasium had been built.

On endowment great gain has been made. In 1888 we had about \$20,000. We have at this time \$176,000. Andrew Carnegie, Dr. D. K. Pearsons, B. N. and J. B. Duke, and Samuel Hill have been the largest contributors, Mr. Carnegie having given altogether \$54,000.

The work of improving the College as a place of residence deserves mention. The alumni began the planning for electric light and water supply. R. J. Reynolds and W. W. Mills each gave \$1,000 towards the plant. The supply of water is now from a well 364 feet deep.

The changes in equipment of laboratories should be brought to our attention. Those in charge of the laboratories are doing up-to-date work; so are those in other departments. The music department deserves special mention. While at the opening of the College we did not teach music in any way, now the work in this department is well done and is very helpful.

As we are just completing twenty-five years of the service which Guilford College was founded to perform, I wish to say that, in view of the changes I have mentioned, I doubt very much whether Francis T. King, Elihu E. Mendenhall, D. W. C. Benbow, Dr. J. J. Cox, Daniel Worth, and Allen J. Tomlinson—naming these few representative men who have passed to the other side—would have prophesied better things for the institution which they dearly loved than we see have actually come to pass.

With the present foundation, meaning by this material equipments of every kind as well as the clearly defined departments and department management, the assurance which these things give of thoroughly good and up-to-date work will appeal to people, especially to those who take the pains to inform themselves concerning the merits of educational work done in the state, judging from a strictly educational point of view. This

is as we wish it to be. You could not, if you tried, prevent the success of an institution organized as Guilford College now is; and we do not expect anything else but progress in the highest kind of service that can be done for young people. Twenty-five years have proved our right to look for still better things in the future.

The people are not going to content themselves with superficial generalities trumped up and served out under the guise of giving boys and girls power to make a fortune in a few years. In the first place, they know this is not possible; and in the second place, they know that ambition and love of learning, and the love of the power which learning gives are not dead. People know now as well as ever they did that man does not live by bread alone.

The genuine training of the mind to think and reason, and the power of mental insight which comes thereby so far from being a bar to success, are in fact the very foundation of all success. So convinced are we, therefore, that power of achievement will follow the power to discriminate between the false and the true, that we do not fear what will be the outcome in the professions, in business or in any vocation, of the lives of young men and women who devote themselves for four years to the work required to complete a college course.

L. L. HOBBS.

CONSTITUTION AND BY-LAWS GUILFORD COLLEGE ALUMNI ASSOCIATION

Remembering the benefits we have received from our Alma Mater we desire to maintain such relations to the College that we may efficiently aid in her upbuilding and strengthening to the end that her usefulness may continually increase. In order to accomplish this purpose we, the Alumni of Guilford College, bind ourselves together by the following constitution:

ARTICLE I.—NAME

This organization shall be known as the Guilford College Alumni Association.

ARTICLE II.—MEMBERSHIP

Section 1. Active.—All graduates of the College are eligible to active membership in the Association with all rights pertaining thereto. Any graduate may be received by majority vote of the Association upon his or her application.

Section 2. Honorary.—Members of the faculty of Guilford College and old students of New Garden Boarding School or Guilford College are eligible to honorary membership upon recommendation of the Executive Committee and may be received by a majority vote of the Association. Honorary members are entitled to all privileges of the Association except voting and holding office.

ARTICLE III.—OFFICERS AND STANDING COMMITTEES

Section 1. Qualifications for Holding Office.—Active members become qualified to hold office or be appointed on committees, upon payment of the membership fee annually.

Section 2. Officers.—The officers of the Association shall be President, Vice-President, Secretary, Treasurer and Registrar, all of which shall be elected by the Association.

Section 3. Executive Committee.—There shall be an Executive Committee of six active members, two of whom shall be appointed each year in the following manner: The President

shall appoint one from the members of the incoming graduating class, the other one shall be elected by the Association annually.

In order to make this rule operative at once the President shall appoint two members of this committee to serve three years, two members to serve two years and two members to serve one year.

Section 4. Trustees of Loan Fund.—There shall be a Board of Trustees of the Alumni Association Loan Fund composed of three active members, one of whom shall be elected each year.

The Treasurer of the Association shall be an ex-officio member of this Committee.

Section 5. Committees Appointed Annually.—The following committees shall be appointed each year by the President unless otherwise provided: Athletic Committee of five members; Reception Committee of five members; Literary Committee of three members; Campus Committee of three members; Auditing Committee of two members; Christian Work Committee of five members.

ARTICLE IV.—DUTIES OF OFFICERS

Section 1. President's Duties.—The President shall preside at all meetings of the Association, appoint all committees not otherwise provided for, call special meetings of the Association when necessary or upon the recommendation of the Executive Committee, and be ex-officio member of all committees. He shall make an annual written report to the Association.

Section 2. Vice-President's Duties.—The Vice-President shall perform all duties of the President in his absence, and shall succeed him in case of death or resignation.

Section 3. Secretary's Duties.—The Secretary shall keep minutes of the proceedings of each meeting, conduct all general correspondence, notify officers and members of committees of their election or appointment, and perform other such duties as directed by the President.

Section 4. Treasurer's Duties.—The Treasurer shall collect all annual dues and interest on notes, take charge of and be responsible for all funds and pay all bills approved by the Association or Executive Committee. The fiscal year shall close one week previous to Commencement Day each year, upon which date the Treasurer shall submit to the Auditing Committee a written report with vouchers showing all receipts and expenditures and all cash and other assets on hand. The Treasurer shall furnish each member a ballot containing nominations by the Executive Committee together with his notice for fees at least two months previous to Commencement, said ballot may be voted when signed and accompanied by the annual fee and mailed to the Treasurer. The vote so cast shall be turned over to the Executive Committee for tabulation.

The Treasurer shall also furnish the business manager of the College Journal annually a list of all members of the Association who are eligible to receive the College Journal, together with a check to cover the amount of subscriptions agreed upon.

Section 5. Registrar's Duties.—The Registrar shall prepare a correct list of names and addresses of all members of the Association and gather as correctly as possible the following data concerning each member: Date and place of birth, name of father and maiden name of mother, date of matriculation in the College, College honors won, offices held at College, date of graduation, degree conferred, supplemental education, date of marriage and to whom married, positions or offices held since graduation, present occupation, date of death.

The Registrar shall also furnish the Executive Committee prior to the annual meeting a list of changes for publication.

ARTICLE V.—DUTIES OF COMMITTEES

Section 1. Duties of Executive Committee.—The Executive Committee shall have general oversight of the work of the Association, and suggest work for the various committees. It shall receive all reports from officers and standing committees, and prepare them for the annual meeting of the Association. It shall prepare a budget of new business for consideration of the Association at its regular meetings. It shall nominate

not less than two members for each office and for a member of the Board of Trustees of Loan Fund and for a member of the Executive Committee. These nominations shall be made out two months previous to Commencement and the ticket sent to the Treasurer for submitting to the membership. It shall audit the election returns and make a full report of the same to the annual meeting of the Association. It shall publish the proceedings of each meeting and such other matter as the Association shall direct. It shall provide suitable exercises of a public nature, for Alumni Day each year.

Section 2. Duties of the Board of Trustees of Loan Fund.—The Alumni Association Loan Fund shall be composed of the present notes receivable which are held by the Treasurer, amounting to \$185.00, and to this shall be added such bequests as may be given by classes or individuals and such appropriations from the funds in hand as the Association shall approve at each annual meeting. This fund is to be kept intact and used as per the following regulations:

Rule 1. This loan shall be made to those only who are deserving and who have shown by their character and conduct that they will appreciate and make good use of opportunities at Guilford.

Rule 2. It shall be available for members of the Junior and Senior classes only.

Rule 3. The amount of each loan shall be not more than the amount necessary to cover tuition fee for one year.

Rule 4. The notes shall be made payable to the Treasurer incumbent or his successor in office and shall bear interest at legal rate from date of leaving College.

The Board shall receive or pass upon all applications for loans and its decisions shall be final.

The Board shall keep minutes of their meetings, subject at all times to inspection of the Association. They shall keep a true record of each loan, and make a written report one week previous to each annual meeting, which report shall be submitted to the Auditing Committee.

Section 3. Duties of Athletic Committee.—The Athletic Committee shall do all in its power to foster a spirit of pure athletics at the College, assist the College Athletic Association

in any way possible and make an annual written report to the Executive Committee giving a resume of the athletic activities of the year, for forwarding to the annual meeting of the Association.

Section 4. Duties of the Reception Committee.—The Reception Committee shall arrange for all social meetings, including the annual reception on the evening before commencement, and shall perform such other duties as the Association or Executive Committee may direct. They shall make an annual report to the Association.

Section 5. Duties of the Literary Committee.—The Literary Committee shall keep in touch with the literary life of the student body during the year, especially the work of the societies, public debates, entertainments, lecture courses, literary clubs, College Journal, etc., and make a written report at the annual meeting, giving list of honors, awards, prizes, scholarships, etc. The chairman shall act as Alumni Editor of the College Journal and see that each issue contains items of interest especially to members of the Association.

Section 6. Duties of the Campus Committee.—The Campus Committee may devise means by which the campus can be beautified, arrange for Alumni Arbor Day exercises and suggest ways and means for campus improvement.

Section 7. Duties of the Auditing Committee.—The Auditing Committee shall audit the Treasurer's accounts and those of the Board of Trustees of Loan Fund and report to the Chairman of the Executive Committee two days previous to the annual meeting.

Section 8. Duties of the Christian Work Committee.—This committee shall keep in touch with the Christian work of the College and by their sympathy and co-operation encourage the efforts of the students in deepening their religious life

ARTICLE VI.—TERMS OF OFFICE

Section 1. Officers.—The terms of all officers shall begin at the close of the annual business meeting at which they are declared elected, and shall extend one year or until their successors are elected.

Section 2. Re-election.—Any officer may be re-elected to

succeed himself, but shall not serve in the same office more than three terms in succession, except the Treasurer and Registrar, who shall be elected as often as necessary.

Section 3. Term of Office for Committeemen.—Each member of the Board of Trustees of the Loan Fund and Executive Committee shall serve three years, unless otherwise provided for.

One member of the Executive Committee and one member of the Board of Trustees of the Loan Fund shall be elected annually, and the term of office of two of the Executive Committee and one member of the Board of Trustees shall expire at the end of each annual meeting after the one at which this constitution is adopted.

All other committees shall serve one year or until the close of the following year's annual business meeting.

Section 4. Resignations.—In event of resignation of officers or members of Loan Fund or Executive Committee the vacancies may be filled by the Executive Committee.

ARTICLE VII.—AMENDMENTS

Section 1. The Constitution may be amended by a majority vote of the members present at any regular meeting, provided said amendment is presented in writing to each member at least one month previous to said meeting.

Section 2. By-laws may be added, or suspended, at any regular meeting by a two-thirds vote.

BY-LAWS

QUORUM

1. Twenty members of the Association shall constitute a quorum for the transaction of business.

COMMITTEE QUORUM

2. Three members of the Executive Committee shall constitute a quorum to act for said committee.

Three members of the Board of Trustees of the Loan Fund shall constitute a quorum for the transaction of business.

SPECIAL MEETINGS

3. Special meetings of the Association may be called by the President, the Executive Committee concurring.

FEE

4. The annual fee for active membership shall be \$2.00, payment of which will entitle a member to vote for officers nominated by the Executive Committee to serve for the ensuing year. In lieu of payment of annual fees an alumnus may, in consideration of \$25.00 cash paid into the treasury, obtain a life membership, with all rights and privileges pertaining to active membership which shall be construed to include only ten years' subscription to the College Journal.

RULES OF ORDER

5. This Association shall be governed by Robert's rules of order, unless especially provided for in our constitution and by-laws.

ORDER OF BUSINESS

6. The order of business shall be as follows: 1, Call to order. 2, Roll call by classes. 3, Distribution of minutes. 4, Report of officers. 5, Report of committees. 6, Unfinished business. 7, New business. 8, Reception of members. 9, Installation of officers. 10, Adjournment.

VOTE BY PROXY

7. A signed vote by proxy of a qualified active member shall count equally with a vote in person on any subject under consideration by the Association.

TIME OF ANNUAL MEETING

8. The annual meeting of the Association shall be held at 8:00 o'clock the evening before Commencement each year.

HENRYANNA HACKNEY WHITE

“Dear friend, far off, my last desire,
So far, so near in woe or weal,
I loved thee most, when most I feel,
There is a *lower* and a higher.
Known and unknown divine,
Sweet human hand and lips and eye,
Dear heavenly friend that cannot die,
Mine, mine forever, ever mine.”

After bravely fighting the encroachments of disease for many weeks, on May 12th, just as the dawn began to dispel the shades of night, “the silver cord was loosed, the golden bowl broken” and the spirit of Henryanna Hackney White took its flight into the land of endless day, leaving a grief stricken husband and mother, a little daughter too young to realize her loss, and a wide circle of sorrowing friends.

If she knew that death was near, she gave no indication of the fact for the sake of those whom she loved most tenderly.

She left no dying testimony and none was needed, for she had lived the most exalted type of Christian life, without fear and without reproach. Her standards were never lowered, and her principles of truth, love and duty were as fixed as the eternal hills. All during the weary days of her sickness when there was sometimes hope and then despair in the hearts of her loved ones, she showed such fortitude, and gave such words of cheer and encouragement that it seemed as if she could not go, but the mysteries of life and death are in wiser hands than ours;

“And death returns an answer sweet
My sudden frost was sudden gain,
And gave all ripeness to the grain
It might have drawn from after-heat.”

In Friendsville, Tenn., on December 8th, 1876, a little girl was born to Priscilla Benbow Hackney, who in a measure

was to heal the heart well-nigh broken by the death of her husband, and she was given the name Henryanna Clay in memory of her father whose love and protecting care were denied her.

The fundamental qualities of a strong character which was hers by inheritance, were nourished by the self-sacrificing devotion and care of her mother, and very beautiful and tender were the ties which bound their hearts together.

In the fall of 1886, Mrs. Hackney was called to accept a position in the faculty of New Garden Boarding School (as Guilford College was then known) and many of us affectionately remember the bright and attractive little brown-eyed girl of scarce ten years who came with her, and was her constant companion.

We can almost see her now with two braids of brown hair hanging down her back as she ran up and down the old plank walk, or played dolls under the oak trees of the campus.

Bright, obedient, modest and retiring, but with an exquisite sense of humor, and captivating manner, she became the pet of teachers and students. Every tree, shrub, and walk about the College have some pleasant association with her life, and

“I find no place that does not breathe
Some gracious memory of my friend.”

Thus within the College walls she grew and blossomed from childhood into womanhood; and her intimate acquaintance with everything past and present pertaining to her Alma Mater, her loyalty to its traditions won for her the recognized leadership in every department of College activity.

And she kept in close touch with every movement which had for its goal the betterment of the college life. The greatest asset a college can possess is her loyal alumni, and Guilford has many of these, but of them all there was none more loyal than Henryanna White, and no measured words can express the irreparable loss the Association has sustained in her death.

She graduated in the Class of 1895, and having been awarded the Bryn Mawr Scholarship, spent the following year in study at that institution. Subsequently she chose the profes-

sion of teaching, a vocation in which she was eminently successful and which she followed for eight years, having taught one year in High Point Graded School, three years at Guilford College, and four years at the State Normal College.

While she was a brilliant student, and successful teacher, it was for the gentle ministries of the home circle that she was most beautifully fitted.

In 1905 she was married to David White, and there followed seven years of beautiful companionship. She made an ideal home for her husband and mother, whose presence there has been a continual benediction. A gracious hospitality was extended not only to relatives and friends, but many ministers and members of the Society of Friends were the recipients of their kind ministrations. And many bear testimony to the cordial manner, and graceful ease with which they were entertained.

She took the deepest interest in everything connected with their home, and nothing which needed attention was ever neglected; she had the wisdom which few possess, to discriminate between the essentials and non-essentials. While she was an admirable housekeeper she did not permit domestic cares to interfere with personal culture, social duties and other obligations, and she was interested in philanthropic, educational and club movements, belonging to the Woman's Club and Friday Afternoon Book Club, and was a most efficient member of the Board of Directors of the Young Woman's Christian Association of Greensboro for several years.

As a crowning blessing to their beautiful home life, little Priscilla Hackney was born on January 11th, 1913, and the sad and sudden removal of the devoted mother from this beautiful little child is one of the mysteries of Providence for which we have no solution.

She was a woman who had a genius for friendship—a friendship never effusive in expression, but unfailing when tested. As a friend it may truly be said of her: "She was always to be found when wanted, and when found was never wanting."

Her sterling integrity of character, her charming personality, her keen sense of humor and quickness at repartee will

never be forgotten by those whose privilege it was to know her in the familiar intercourse of daily life—her friends as well as family, “will rise up and call her blessed.”

As unostentatious and beautiful as her life had been, were the funeral services both at her home in Greensboro, and in the meeting house at Guilford College; and she was laid to rest under a mound of flowers, amid the scenes of her childhood, youth and young womanhood.

“Fold her, O Father, in thine arms,
And let her henceforth be
A messenger of love between
Our human hearts and Thee.”

C. R. M.

ALUMNI NOTES

Leonard Charles Van Noppen, '90, has been appointed Queen Wilhelmina lecturer on Dutch Literature, History and Language for the next year at Columbia University. He is well known in literary circles as a translator of Dutch poetry and has written much verse himself.

The theological school of the University of South Carolina at Columbia recently conferred the D. D. degree upon Eugene E. Gillespie, '93.

Richard Hobbs, '09, was one of the men chosen to represent Columbia in the debates with other universities.

Edward S. King, '10, has recently been appointed Assistant Secretary of Y. M. C. A. at Vanderbilt University.

ALUMNI

CLASS OF '89

Robert H. Cronk, B. S. Pickering, Ont. ✓
 Joseph Moore Dixon, B. S. Missoula, Mont. ✓
 Edward B. Moore, B. S. 303 Pearl St., Richmond, Ind. ✓
 Robert Cromwell Root, B. S.
 619 O. T. Johnson Bldg., Los Angeles, Cal. ✓
 * Lola Stanley Moore, A. B. ✓
 * Lucius A. Ward, B. S. ✓
 * Campbell White, B. S. ✓
 Florina W. John, B. S. Fayetteville, N. C. ✓

CLASS OF '90

John T. Benbow, A. B. Winston-Salem, N. C. ✓
 Augustine W. Blair, B. S.
 202 Lawrence Ave., New Brunswick, N. J. ✓
 Jessica Johnson Dickson, B. S. Kimberlin Heights, Tenn. ✓
 Genevieve Mendenhall Blair, B. S.
 202 Lawrence Ave., New Brunswick, N. J. ✓
 * Susanna Osborne, B. S. ✓
 Leonard C. Van Noppen, A. B. Riverside, Conn. ✓
 David White, A. B. Greensboro, N. C. ✓
 H. Hermon Woody, A. B. Guilford College, N. C. ✓

CLASS OF '91

Alzanon E. Alexander, B. S. High Point, N. C. ✓
 Frank B. Benbow, A. B. Franklin, N. C. ✓
 S. Addison Hodgins, B. S. Greensboro, N. C. ✓
 Arthur Lyon, B. S. High Point, N. C. ✓

Joseph H. Peele, B. S. Guilford College, N. C. ✓
 Elisha D. Stanford, B. S. Little Rock, Ark. ✓
 Mary Mendenhall Davis, B. S. Guilford College, N. C. ✓
 Julia S. White, B. S. Guilford College, N. C. ✓

CLASS OF '92

Sue Farlow Raiford, A. B. Conley, Va. ✓
 * M. Edna Farlow, B. S.
 Martha J. Henley, B. S. Asheboro, N. C. ✓
 Mary Massey Pearson, B. S. Goldsboro, N. C. ✓
 Walter W. Mendenhall, B. S., 10707 Bryant Ave., Cleveland, O. ✓
 Virginia Ragsdale, B. S. Jamestown, N. C. ✓
 William Jasper Thompson, B. S. Rich Square, N. C. ✓
 Emma L. White, B. S. Belvidere, N. C. ✓
 George W. Wilson, B. S. Gastonia, N. C. ✓
 Edwin M. Wilson, A. B. Haverford, Pa. ✓
 Laura D. Worth, B. S. Guilford College, N. C. ✓

CLASS OF '93

Marion T. Chilton, A. B. Danbury, N. C. ✓
 Eugene E. Gillespie, A. B. Yorkville, S. C. ✓
 * Elizabeth Meader White, B. S.
 James P. Parker, B. S. Black Mountain, N. C. ✓
 Elwood O. Reynolds, B. S. Whittier, Cal. ✓
 Chas. F. Tomlinson, B. S. High Point, N. C. ✓
 Cora E. White, B. S. Belvidere, N. C. ✓
 Elbert S. White, B. S. Norfolk, Va. ✓

CLASS OF '94

Lucile Armfield, B. S. Monroe, N. C. ✓
 Wm. J. Armfield, B. S. Asheboro, N. C. ✓
 Mary Arnold Gilmore, A. B. Sanford, N. C. ✓
 Ruth Blair Ader, B. S. Ramseur, N. C. ✓
 F. Walter Grabs, A. B. Bethania, N. C. ✓
 Emma Hammond Smith, B. S. Clinton, N. C. ✓
 Annie F. Petty, B. S. Greensboro, N. C. ✓
 Henry A. White, B. S. High Point, N. C. ✓

* Isabella Woodley, A. B.
 Wm. T. Woodley, Jr., A. B. Cisco, N. C.
 Eugene J. Woodward, B. S. Wilmington, N. C.
 Hiram B. Worth, B. S. Greensboro, N. C.

CLASS OF '95

G. Raymond Allen, A. B. ... 27 William St., New York, N. Y.
 Cecil A. Borer, B. S. Pomona, N. C.
 Dora Bradshaw Clark, B. S.

1124 Park Road, Washington, D. C.

Eunice Darden Meader, B. S. Tamworth, N. H.

* Henryanna Hackney White, A. B.

Chas. M. Hauser, B. S. High Point, N. C.

Samuel H. Hodgins, A. B. Wilmington, Ohio

Ottis E. Mendenhall, A. B. High Point, N. C.

Walter H. Mendenhall, A. B. Lexington, N. C.

J. O'Neal Ragsdale, B. S. Madison, N. C.

Cornelia Roberson Michaux, B. S. Greensboro, N. C.

H. Sinclair Williams, B. S. Concord, N. C.

CLASS OF '96

Edgar E. Farlow, B. S. High Point, N. C.

Robt. W. Hodgins, A. B. Greensboro, N. C.

George L. Morris, B. S. Guilford College, N. C.

Mary Roberts Jones, B. S. Salemburg, N. C.

Amy J. Stevens, B. S. Goldsboro, N. C.

Addie Wilson Field, B. S. Newnan, Ga.

CLASS OF '97

Joseph E. Blair, A. B. New Decatur, Ala.

Vernon Luther Brown, B. S.,

752 Gresham Place, N. W., Washington, D. C.

Lelia Boyd Kirkman, B. S. Pleasant Garden, N. C.

Oscar Peyton Moffitt, A. B. High Point, N. C.

Thomas Gilbert Pearson, B. S.,

1974 Broadway, New York, N. Y.

Sarah Stockard Magness, A. B. Clovis, N. M.

Deborah White Babb, B. S. Ivor, Va.

CLASS OF '98

- ✓ * Anna Ray Anderson, B. S.
 Walter E. Blair, A. B. Greensboro, N. C.
 Ada Martitia Field, A. B. Newnan, Ga.
 Lena Freeman Ragan, B. S. Archdale, N. C.
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 Ora Jinnett Swing, A. B. Tallahassee, Fla.
 Herbert C. Petty, B. S. Ampere, N. J.
 J. Oscar Redding, B. S. Asheboro, N. C.
 Sidney H. Tomlinson, B. S. High Point, N. C.
 Percy Worth, B. S. Provident Bank Bldg., Cincinnati, O.

CLASS OF '99

- John W. Lewis, A. B. Greensboro, N. C.
 Elizabeth Coffin Lewis, A. B. Greensboro, N. C.
 William W. Allen, Jr., A. B. 231 Poplar Ave., Woodbury, N. J.

CLASS OF '00

- Lacy Lee Barbee, B. S. Lexington, N. C.
 Annie Blair Allen, A. B. ... 231 Poplar Ave., Woodbury, N. J.
 J. Wilson Carroll, A. B. Summerfield, N. C.
 Calvin Duvall Cowles, A. B., care Surgeon-General U. S. Army,
 Washington, D. C.
 R. Lindsey Ellington, B. S. Reidsville, N. C.
 Newton Fernando Farlow, A. B. Randleman, N. C.
 * Pinkney Groome, A. B.
 Kearney E. Hendricks, B. S. Greensboro, N. C.
 Nellie Jones Lentz, A. B. Gold Hill, N. C.
 Clement Orestes Meredith, A. B. Guilford College, N. C.
 Harold C. Taylor, A. B. Greensboro, N. C.

CLASS OF '01

- William C. Hammond, B. S. Asheboro, N. C.
 J. Carson Hill, A. B. High Point, N. C.
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 Emma G. King, A. B. High Point, N. C.
 Linnie Raiford Neave, A. B. Conley, Va.
 Robert C. Willis, A. B. Little Rock, Ark.
 John Waldo Woody, A. B. Wilmington, O.

CLASS OF '02

Clara Ione Cox, A. B. High Point, N. C. ✓
 Chas. Woodward Davis, B. S. Charlottesville, Va. ✓
 William Chase Idol, B. S. High Point, N. C. ✓
 C. Elmer Leak, B. S. Greensboro, N. C. ✓
 A. Homer Ragan, B. S. Thomasville, N. C. ✓

CLASS OF '03

Irvin T. Blanchard, B. S. Aulander, N. C. ✓
 Maria Edgeworth Bristow, B. S. Conley, Va. ✓
 Flora Harding Eaton, B. S. Thomasville, N. C. ✓
 Charles L. Holton, B. S. Asheboro, N. C. ✓
 Phillip D. M. Lord, A. B., 519 California St., San Francisco, Cal. ✓
 R. William McCulloch, A. B.

1308 Austin Ave., Brownwood, Texas ✓

Ida Eleanore Millis, A. B. Guilford College, N. C. ✓
 Delia Raiford Winslow, A. B. Belvidere, N. C. ✓
 Charles McCoy Short, A. B. Cooleemee, N. C. ✓
 Edgar Thomas Snipes, B. S. Ahsoskie, N. C. ✓

CLASS OF '04

Elizabeth B. Bradshaw, A. B. Franklin, Va. ✓
 Alice Cartland Lewis, A. B. Greensboro, N. C. ✓
 Joseph D. Cox, B. S. High Point, N. C. ✓
 Robert P. Dicks, B. S. Greensboro, N. C. ✓
 Ernest P. Dixon, B. S. Wise, N. C. ✓
 C. Gordon Gainey, B. S. Fayetteville, N. C. ✓
 * Marvin Hardin, A. B.
 Wm. Penn Henley, B. S. Johns, N. C. ✓
 D. Ralph Parker, B. S. High Point, N. C. ✓
 Katharine C. Ricks, B. S. .. 111 North 3rd St., Richmond, Va. ✓
 L. Lea White, A. B. Winston-Salem, N. C. ✓

CLASS OF '05

Bessie W. Benbow, A. B.	Oak Ridge, N. C.
James O. Fitzgerald, Jr., A. B.	Pelham, N. C.
Fred B. Hendricks, B. S.	Gastonia, N. C.
Mary D. Holmes, A. B.	Woodland, N. C.
R. Ernest Lewis, A. B.	Lockport, N. Y.
William G. Lindsay, A. B.	Madison, N. C.
Richard E. Martin, B. S.	East Bend, N. C.
James Hoge Ricks, A. B.	Richmond, Va.
Terry D. Sharpe, A. B.	Greensboro, N. C.
Clarence H. Whitlock, B. S.	Maxton, N. C.
Oscar V. Woosley, A. B.	Lexington, N. C.

CLASS OF '06

David H. Couch, B. S.	Mayaguez, P. R.
R. Cabell Lindsay, A. B.	High Point, N. C.
Joseph Moore Purdie, A. B.	Banes, Oriente, Cuba
R. Arnold Ricks, Jr., B. S.	Richmond, Va.
* Florence Roberson Woosley, B. S.	_____
Gertrude Wilson Coffin, A. B.	Charlotte, N. C.

CLASS OF '07

John Anderson, B. S., care General Electric Company,	Schenectady, N. Y.
Dudley D. Carroll, A. B.	Guilford College, N. C.
Eugene Jarvis Coltrane, A. B.	Jamestown, N. C.
Alma Taylor Edwards, A. B.	Salemburg, N. C.
Clifford C. Frazier, A. B.	Greensboro, N. C.
Annie Lois Henley Coltrane, A. B.	Jamestown, N. C.
Lewis Lyndon Hobbs, Jr., A. B.	Guilford College, N. C.
Allan Wilson Hobbs, A. B.	Guilford College, N. C.
Ida Hutchens, A. B.	Yadkinville, N. C.
Lillian Jinnett Coulter, A. B.	Northampton, Mass.
Waller S. Nicholson, A. B.	Guilford College, N. C.
David Milton Petty, B. S.	South Bethlehem, Pa.
Wiley Rankin Pritchett, A. B.	Ridgeway, S. C.
C. Linnie Shamberger, A. B.	Farmer, N. C.

CLASS OF '08

George Washington Bradshaw, B. S.	Asheboro, N. C.
Henry Andrew Doak, A. B.	Guilford College, N. C.
Annie Elizabeth Gordon, B. S.	Jamestown, N. C.
Kittie McNeill John, B. S.	Lumber Bridge, N. C.
Ovid Winfield Jones, A. B.	Winston-Salem, N. C.
Alva Edwin Lindley, A. B.	Baltimore, Md.
Mabelle Vira Raiford, B. S.	Ivor, Va.
Sallie Thomasene Raiford, A. B.	Ivor, Va.
Alice White Mendenhall, B. S.	High Point, N. C.
William Ernest Younts, B. S.	Guilford College, N. C.
Marguerite Cartland Kerner, Music	Greensboro, N. C.

CLASS OF '09

James Anderson, B. S., care General Electric Co., Dayton O.	
Charles David Benbow, Jr., B. S.	Greensboro, N. C.
Eugene Leroy Briggs, B. S.	High Point, N. C.
William Thomas Boyce, A. B.	Whittier, Cal.
Henry Davis, A. B.	Guilford College, N. C.
Margaret Davis, A. B.	Guilford College, N. C.
Alfred Alexander Dixon, B. S.	Guilford College, N. C.
Robert Sydens Doak, A. B.	Guilford College, N. C.
Richard Junius M. Hobbs, A. B.	Guilford College, N. C.
Ethel Hodgin White, B. S.	Raleigh, N. C.
Norris Rush Hodgin, A. B.	Greensboro, N. C.
Annie Everett Holland, A. B.	Holland, Va.
Agnes Rowena King, A. B.	Lane City, Texas
Annie Viola Mendenhall, B. S.	High Point, N. C.
Leslie Winston Pearson, A. B.	Dudley, N. C.
Margaret Edith Peele, A. B.	Guilford College, N. C.
Amanda B. Richardson, B. S.	High Point, N. C.
Hugh D. White, B. S.	Guilford College, N. C.
Julian Elder White, B. S.	Raleigh, N. C.
Lucy O'Brien White, B. S.	Belvidere, N. C.
Alice Woody Lindley, A. B.	Baltimore, Md.

CLASS OF '10

Daniel Worth Anderson	Charlotte, N. C.
Alexander Montague Bonner	Aurora, N. C.
Robert Edward Dalton, Jr.	Pomona, N. C.
Alice Louise Dixon	Jamestown, N. C.
Mary Gertrude Frazier	Greensboro, N. C.
Pearl Gordon	Jamestown, N. C.
William Patterson Holt	Greensboro, N. C.
Mary Esther Ivey	Cary, N. C.
Edward Scull King	Vanderbilt University, Nashville, Tenn.
Mary Mafie Lambeth	Guilford College, N. C.
Leroy Miller	Linwood, N. C.
John Ephraim Sawyer	Ayden, N. C.
William Henry Sharpe	Greensboro, N. C.
Gertrude Henryanna Spray	Canton, N. C.
Mary Ricks White	Franklin, Va.
Lucile Bryan Hall	Collinsville, Ala.

CLASS OF '11

Annie B. Benbow, A. B.	Greensboro, N. C.
John Gurney Briggs, A. B.	High Point, N. C.
Janie Peele Brown, A. B.	Woodland, N. C.
Thos. Fletcher Bulla, A. B.	Asheboro, N. C.
Jennie Pumroy Bulla, A. B.	Sophia, N. C.
Lillie Eliotte Bulla, A. B.	Burlington, N. C.
Thomas J. Covington, A. B.	Pinnacle, N. C.
Lucy Gertrude Farlow, A. B.	Sophia, N. C.
Rufus H. Fitzgerald, A. B., University of Tennessee,	Knoxville, Tenn.
Elvannah L. Hudson, A. B.	Magnolia, Md.
W. Herbert Howard, A. B.	Mechanic, N. C.
Arthur K. Moore, B. S.	Wilmington, N. C.
A. Grant Otwell, B. S.	Jamestown, N. C.
Lillie Maie Raiford, A. B.	Ivor, Va.
Margaret Rutledge Schlosser, B. S.	Indianapolis, Ind.
Charles C. Smithdeal, A. B.	Cheraw, S. C.
Elizabeth E. Snipes, A. B.	Woodland, N. C.
Annie B. Stratford, B. S.	Greensboro, N. C.

- ✓ William H. Welch, B. S. Tyner, N. C.
- ✓ Flora W. White, B. S. Guilford College, N. C.
- ✓ Elizabeth A. Winslow, A. B. Belvidere, N. C.
- ✓ John E. Winslow, A. B. Monroe, Va.
- Mary A. Taylor, Music Danbury, N. C.

CLASS OF '12

- ✓ Hazel Irene Harmon, A. B. High Point, N. C.
- ✓ Adna Prudence Lamb, A. B. Guilford College, N. C.
- ✓ Mamie Ruth Lamb, A. B. Guilford College, N. C.
- ✓ John Hal Lassiter, A. B. Mechanic, N. C.
- Cassie Corinna Mendenhall, A. B. High Point, N. C.
- Herbert Smith Sawyer, A. B. Merritt, N. C.
- Henry Watterson Smith, A. B. Guilford College, N. C.
- Elva Virginia Strickland, A. B. High Point, N. C.
- ✓ Mary Isabella White, A. B. Belvidere, N. C.
- ✓ John Brooks Woosley, A. B. Morven, N. C.
- Geno Atkinson Young, A. B. Purcellville, Va.
- Alpheus Folger Zachary, B. S. Belpre, Kan.

CLASS OF '13

- ✓ Tecy Gladys Beaman, A. B. Troy, N. C.
- ✓ John Thomas Chappell, B. S. Belvidere, N. C.
- ✓ Leora Alice Chappell, A. B. Belvidere, N. C.
- ✓ Anna Laura Davis, A. B. Guilford College, N. C.
- ✓ Clara Louise Davis, A. B. Edgar, N. C.
- ✓ George Columbus Dees, A. B. Grantsboro, N. C.
- ✓ Mary Arilla Frei, B. S. Archer, Fla.
- ✓ Kinnie Thayer Futrell, A. B. Greensboro, N. C.
- ✓ William Graham Gilchrist, B. S. Laurinburg, N. C.
- ✓ George Alexander Hartman, A. B. Farmington, N. C.
- ✓ Grace Hughes, A. B. Tampa, Fla.
- ✓ Henry Crawford Jackson, B. S. Guilford, N. C.
- ✓ Paul Strayer Kennett, A. B. Stokesdale, N. C.
- ✓ Annabella King, A. B. High Point, N. C.
- ✓ Nancy Era Lasley, B. S. Guilford College, N. C.
- ✓ Eugene Harris Marley, A. B. Ramseur, N. C.

Mary Mendenhall, A. B.	High Point, N. C.	✓
Callie Irene Nance, A. B.	Troy, N. C.	✓
Baxter Key Richardson, A. B.	Glenwood, N. C.	✓
George Asa Short, A. B.	Greensboro, N. C.	✓
Bryant Smith, A. B.	Guilford College, N. C.	✓
Hugh Archibald Stewart, Jr., A. B.	Laurinburg, N. C.	✓
Ulysses Grant White, A. B.	Germanton, N. C.	✓
Ella Davis Young, A. B.	Purcellville, Va.	✓

HONORARY MEMBERS

Lewis Lyndon Hobbs, elected 1910 ...	Guilford College, N. C.
Mary Mendenhall Hobbs, elected 1910,	Guilford College, N. C.
Priscilla Benbow Hackney, elected 1911 ..	Greensboro, N. C.
J. Elwood Cox, elected 1912	High Point, N. C.
H. Louisa Osborne, elected 1913	Guilford College, N. C.

* Deceased.

GUILFORD COLLEGE BULLETIN

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

Volume VI

Eleventh Month, 1913

No. 3

The natural beauty of Guilford's campus is striking even to a casual observer. The lay of the land is such as to furnish an almost ideal drainage. With the exception of a low flat basin in front of Archdale Hall, the water flows off quickly and with but little damage.

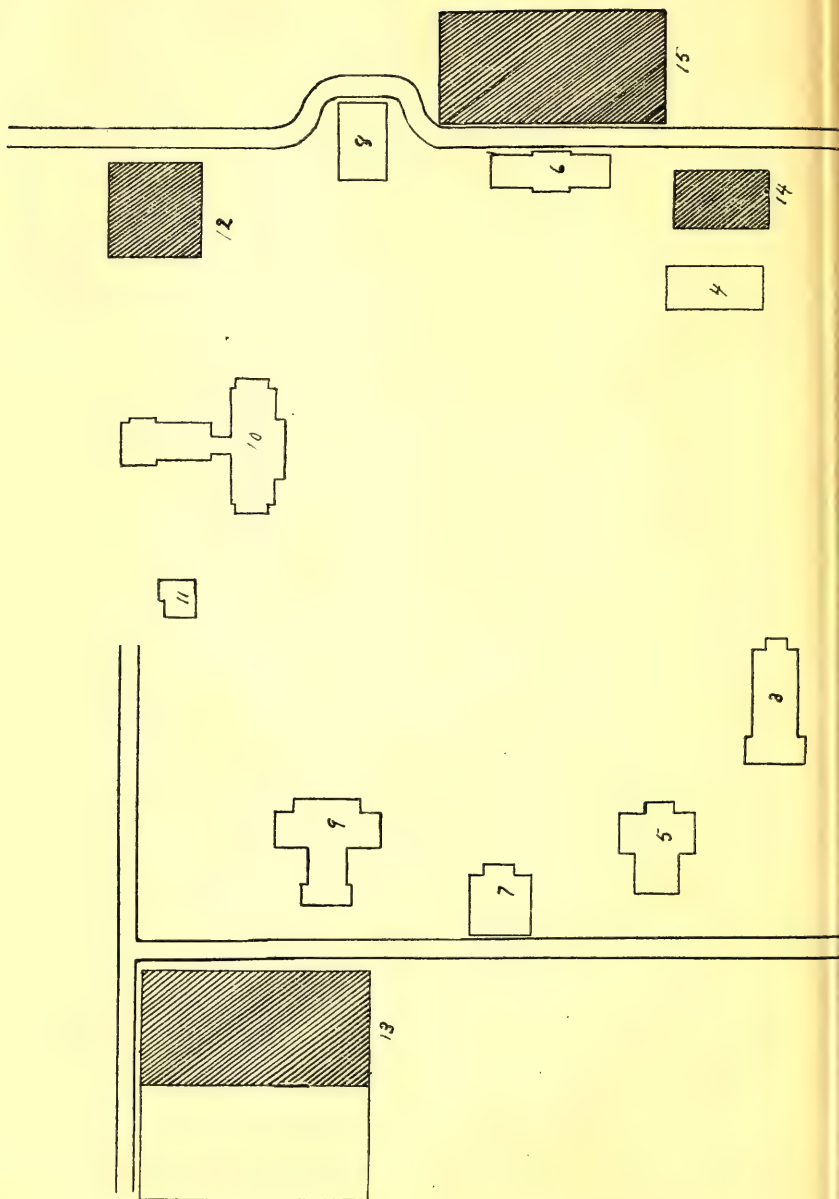
The campus contains about twenty-five acres and is abundantly supplied with native trees—for the most part stately oaks. Reference to the plan of buildings will show how well spaced and suitably located the buildings are, the location of the gymnasium being the only exception. It will be gratifying to those who know Guilford to learn that the gymnasium has been moved and placed on a line with Cox Hall.

During the last four years many valuable and needed improvements have been made to the campus. Through the beneficence of Joshua Baily and the efforts of Mary M. Hobbs, the hill to the west of King Hall and the Library has been greatly improved. This hill has been very appropriately named "Baily Hill". There are still many bare places which will not grow grass until there is a good coating of manure. In fact, one of the most apparent needs for the beautifying of the campus is that of getting every bare spot in grass.

Dr. William Wistar Comfort, of Cornell University, who delivered the commencement address last May, took time, in his address, to call the attention of Guilford's friends to this most apparent need. There is nothing so beautiful for a campus as grass, nothing which will so improve the soil or so well hold it together.

The boys' athletic field just east of the Y. M. C. A. Hall has been leveled; and a track of one-fourth mile encloses it. With a little more expense this can be made one of the best fields in the state. The baseball diamond needs a little elevation, the south part of the field grassing, and the red bank left bare in consequence of the grading needs sodding.

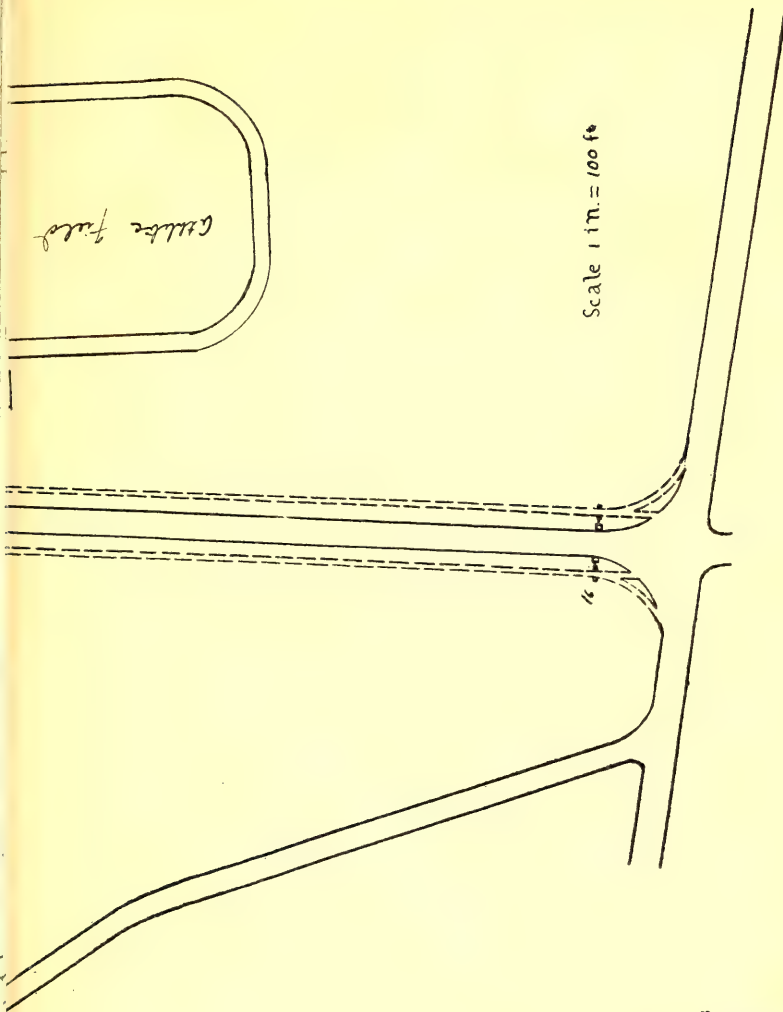
The athletic field for girls which has been located west of New Garden Hall has been graded, two good tennis courts have been completed, leaving ample space for two more courts.



- 1 Church
- 2 Y. M. C. A. Hall
- 3 Memorial Hall
- 4 Archdale Hall
- 5 Library
- 6 Cox Hall
- 7 King Hall
- 8 Gymnasium
- 9 New Garden Hall
- 10 Founders Hall
- 11 Power House
- 12 Girls' Tennis Courts
- 13 Girls' Tennis Courts
- 14 Boys' Tennis Courts
- 15 Boys' Tennis Courts
- 16 Gate

Scale 1 in. = 100 ft

Culbuck Field



GUILFORD COLLEGE BULLETIN

The space left for basket ball and soccer has not been put in final shape. We hope that some friend of the girls will see fit to donate \$100.00 for this worthy purpose. The gift of \$500.00 from one friend of the College has made possible the above mentioned improvements.

We have in view several very necessary improvements, the funds for one of which will be supplied by the Class of 1909. This class is planning to erect an entrance gate to cost \$1,000, the location and design of which is shown by the plan in this bulletin. It is certainly to be hoped that some of the other classes will select some needed improvement as their special charge and push it to completion.

The most unsightly part of the whole campus is that lying just west of the college avenue, as you enter. Any one who has ever been at Guilford for any length of time knows what a hopeless conflux of roads there are in this section. This fact probably accounts for the neglect of this part of the campus. We have secured a grant allowing us to make a bend in the road leading out from the graded school building so as to join the Greensboro road in front of the brick store. By this change in the road all of that bare space now taken up by roads and gullies can be graded into one plot, put in grass and become a very attractive part of the campus.

The boys are much in need of some more tennis courts. The changes in their athletic field and the erection of Cox Hall destroyed three good courts. Just east of Cox Hall there is plenty of space for three or four courts. There will be considerable grading necessary, the surface will then have to be covered with sand and the edges grassed. This will do a double service. It will beautify a very unsightly part and will supply a great need.

The plan of the campus and buildings shows the scheme for making two sidewalks, one on either side of college avenue. Between the walks and the avenue will be rows of trees. We think it quite necessary that these walks be of cement. Some of the other classes could do the college a good service, following the example of the Class of 1909, by taking it upon themselves to build one of these walks.

All of the above mentioned changes and improvements can be made if the friends of the college will give us some financial support, and our campus will be greatly improved. We hope to be able to keep a man regularly at work on the campus. The Trustees of the college are willing to help in this, and we believe that our efforts will succeed.

GUILFORD COLLEGE BULLETIN

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

VOLUME VI

SECOND MONTH, 1914

No. 4

GUILFORD AT WORK

One leading characteristic of the Friends' educational work in North Carolina, as elsewhere, has been a high appreciation of scholarship and an earnest effort to impress upon the student that no deceptive course in school will ever bring desired results. This is no more to be expected in mental culture than in agriculture; for you can no more achieve anything worth while in education by pretense and show than you can cheat the ground by sowing false seed, or by sham cultivation of the soil.

When we once become imbued with the genuine spirit of investigation and the determination to see things as they are in nature and in things intellectual, we are once for all cured of a habit of wasting our time in an effort to create false impressions.

There is no better way to help the world along than by preventing deception; and this can be done by devotion to truth everywhere, in language, science, history, and conduct.

PREVENT

DECEPTION

In the early days of North Carolina history, the Friends sought by promoting truth and simplicity in educational claims and in all affairs relating to popular government, as well as in matters denominated religious, to build a foundation for educating young people that would stand on its own merits. The school which they opened at New Garden in

1837, which later become Guilford College, exhibited the marks of thorough scholarship to such a degree that it became generally known that one who was educated under the system that prevailed in the New Garden School possessed a training and a self-reliance that nearly always assured success.

From the beginning of the school, men were employed as Principals whose education was profound, and who insisted on the foundation principles of scholarship. There should be mentioned Jno. R. Hubbard, Dr. Dougan Clark, Harper F. Stuart, Dr. Nereus Mendenhall, A. Marshall Elliott, and Pendleton R. King, all of Guilford County, and all men of very eminent ability, and some of them scholars of the very first rank, as Dr. Nereus Mendenhall, a profound mathematician, a learned doctor, a distinguished civil engineer and great teacher; A. Marshall Elliott, a scholar of such world-wide recognition as Professor of Romance Languages in Johns Hopkins University and such special knowledge of the French tongue that he lived to see his name enrolled in the Legion of Honor of the Republic of France; and Pendleton R. King, a man of great intellectual genius, who, obtaining an appointment as Secretary of the Legation at Constantinople under Cleveland's first administration, was never afterwards, in democratic or republican rule, so long as he lived, without government service.

These few men are typical of the spirit of genuine work which prevailed in the Boarding School and which was such as to render all sham and display in education contemptible, as being inconsistent with any achievement worth a moment's notice.

Of women who contributed to the same spirit of work and dignity of bearing, Mary E. Harris should be named, who is also a native of Guilford County and who very recently visited the college and is now living in New York.

With such a foreground as was necessarily prepared by such teachers as these and many others not named, and sustained by managers of like caliber and like appreciation of truth and simplicity, the institution now known as Guilford College, for more than twenty-five years, has been going forward, not seeking to make a display, but standing for solid work in the various departments of instruction which, after careful study, have been adopted as requisite for conferring the bachelor's degree.

Could the ancient founders, who builded better than they knew, look into the institution at the present time, the changes would be truly indicative of great progress in buildings and in general equipment, but the same spirit of thorough work would be found still to actuate and pervade the college activities. Those early scholars would rejoice—as it is well known that some of them mentioned above, living to see many of the changes, did rejoice in the genuineness which they saw exhibited in the instruction given at Guilford College.

Any one who will consider the educational force which Guilford maintains will readily see that in every arrangement the aim is to give the best instruction possible in each department, and never to be content with shallow work and external display. In Mathematics, Chemistry, Physics, Biology, History, English, Ancient and Modern Language, and Music, a student may find at Guilford specialists whose education has been such as forever to prevent contentment with superficial instruction as representing the college, or with half knowledge on the part of students.

As a result, a student will find accurate work done in Physics in text-book and laboratory that will prepare him for the practical needs of those who may look toward electrical engineering, or any other professional

**STANDS FOR
SOLID WORK**

**WHAT A
STUDENT
MAY GET
AT GUILFORD**

PHYSICS

life in any way based on a knowledge of the laws of Physics and their practical operation. One may take a three years' course in Physics and under such laboratory instruction as will prepare one for a special course in a university, or for giving instruction in the department elsewhere in high school or in college.

In Chemistry also, a three years' course under the best possible instruction may be taken or such a course as
CHEMISTRY may prepare one for work in domestic science or for the study of medicine or for investigations in agriculture. A purpose which is of practical value dominates the courses given, and students will find in this department their needs, whatever they may be, well met.

In Biology the pains taken in the laboratory to teach the fundamental principles by observation and
BIOLOGY experimentation, as well as by the instruction given in text-books, will be apparent; and the direction of the head of the department will be found up to date and of such a character as to develop the powers of observation and classification and thought.

In Mathematics, which is the foundation of all sciences, the course is arranged with a purpose and a determination to teach the subject in a masterly way with no thought of allowing students to miss the life and beauty and force of mathematical knowledge. No haste, no pretense, no short cuts will do the work.

The same can be said respecting the courses in History and
HISTORY AND ECONOMICS AND LANGUAGE Economics, in English, in Latin and Greek, in the business course which consists of practical Bookkeeping and Banking; the aim is that the instruction shall be such as to prepare the students for mastery and self-reliance and useful work in life.

The purpose of the Music Department is not only to furnish instruction in vocal and instrumental music to students in these departments, but to cultivate an appreciation of music in the entire student body. For such cultivation there are given from time to time music recitals of a very high order.

MUSIC

The tendency just now is to educate boys for farming, at least to make this one of the principal purposes of an education. The training which Guilford College gives will lay the foundation for any calling in life, and will do this with strict adherence to the fundamental need of young people.

FARMING

To repeat in a sentence, in Mathematics one may pursue Graphic Algebra, Plane Trigonometry, Solid Geometry, Plane Analytic Geometry, Solid Analytic Geometry, Differential Calculus, Integral Calculus, Mechanics, Surveying, Descriptive Astronomy; in Language, English, German, French, Greek, with much of the best literature as found in these languages, ancient and modern; in Chemistry, one year course, two years' course or a three years' course, with special work in the chemistry of cooking; in Biology, a one year course, a two years' course or a three years' course, including physiology and extensive laboratory work; in History, Mediaeval and Modern, English, Constitutional, with special reference to American History; in Economics, one year, four hours a week; in Philosophy, Psychology, Logic, Ethics, Methods of Teaching; in the Commercial Course, Illustrative Bookkeeping and Banking; in Domestic Science, a one year course, with constant supervision in cooking and housekeeping and sewing; in Music, a four years' course, with privilege of making two of these elective.

In modern times so much has become known in medical science

SANITATION about the prevention of disease and a sane way of living as a means of avoiding physical weakness and degeneracy, that we have had illustrated many times over that an ounce of prevention is worth a pound of cure. In fact, this old adage is too weak to serve our purpose any longer when we speak of bodily health. So that any public building and assembling of people together require that sanitary conditions should be scrupulously guarded.

Guilford in location has all that could be required if we

LOCATION should be selecting an ideal place for healthful living; elevation 1,000 feet, country rolling so as to facilitate good drainage, mild climate, water supply from a well 364 feet deep. The college buildings, ten in number, are not large—all except Founders Hall only two stories—and are located at considerable distances apart; steam heated, supplied with water and electric light. Students' living rooms are furnished with single beds, two only in each room.

It is contributory to the healthfulness of the college community that the location is on a farm of good fertility capable of supplying vegetables and milk and butter of the best quality. The herd of Jersey and Guernsey cows is a valuable factor in the food supply. Living in the country gives fine opportunity for athletic sports and for every means of promoting physical vigor. A proof of the physical strength and endurance of the young men of Guilford College may be seen in the record made by Guilford in inter-collegiate athletics. The college farm contains 300 acres, considerable portion in

FARM woodland, about fifty acres in campus, including athletic fields, groves of native forest, quadrangle of grounds devoted to buildings, both academic and residential. A large acreage is thus left for practical farming.

About thirty years ago, when David Petty, of Archdale, N. C., took charge of the farm, there was little to induce one to expect in the future such results as recent years have shown. Mr. Petty was a farmer ahead of his time, and believed the red lands of Guilford could be improved by deep plowing and frequent cultivation. He inaugurated a system of land culture which immediately began to bear fruit. He dug up stumps, built the first silo in this part of the country, and began improvement on the land to the east of Founders Hall, which up to that time was almost worthless. Now one may see the five-acre field in alfalfa.

The dairy was developed under his management, and the dairy products became an important part of table supply and have remained so ever since. The herd of cattle thus gathered together have helped to enrich the soil, and the enriched soil has added to the crops of hay and corn. The present prospect is toward the stocking of a large part of the farm in grass, which will not only yield feed for cattle, but will prevent loss of soil by washing rains, and combine more pleasingly with the campus and thus add to the general appearance of the location.

The aim now is to unify all the resources of the college and to turn them to the greatest educational effect. Good farming is a product of better education; and the resources of our state in an agricultural way are to a large extent dormant, awaiting intelligence and energy to bring forth all the supplies needed by our people for consumption, and thus to be the means of vast wealth. Better farming will follow better education and more wealth will ensue, and in turn add more means to education, which will begin another circle of improvement and service. The agricultural demonstrator of Guilford County is giving his assistance by supervision and suggestion for further farm development.

Scholarship is not all that is obtained by a course in college training, yet it may be pretty generally accepted that young people who are attracted by the opportunities for an education through hard work are likely to be attracted also by the truth in other spheres, especially by the claims of justice and righteousness; and therefore are open to the appeals of the life and teaching of Christ as they appear in the Gospels of the New Testament. Growth and cultivation of the bodily powers and of the mind, as the mind may be trained by a good course of study, make the way easily open to godliness and to the claims of social life. Indeed, the surroundings of the student life at Guilford College are really such as to attract the young people to the ways of Christian activity, and to that breadth of view which produces genuine sympathy and a simplicity of life which are the embodiment of culture.

The Y. M. and Y. W. C. A. are organizations which have flourished at Guilford ever since the visit made to the college by John R. Mott in the early days of his devotion to the work of the Y. M. C. A. These associations co-operate in such a splendid way with the Gospel appeals made in the meetings for worship and preaching held each Sunday that the two sources of religious concern strengthen each other and produce lasting impressions for good. These personal concerns for the laying of the foundation of genuine Christian living, which members of the college community, students as well as members of the faculty, and of the Monthly Meeting of Friends at this place, manifest, are a daily invitation to each one to lose one's life for Christ's sake and the Gospel's and thereby save it unto life eternal.

SOCIAL AND RELIGIOUS LIFE

Y. M. AND

Y. W. C. A.

FACULTY

LEWIS LYNDON HOBBS, A. M., LL. D.,

PSYCHOLOGY AND LOGIC

- A. B., Haverford College, 1876; A. M., Haverford College, 1883; LL. D., University of North Carolina and of Haverford College, 1908. Principal New Garden Boarding School, 1878-1884; President Guilford College since 1888.

JAMES FRANKLIN DAVIS, A. M.,

GREEK AND GERMAN

- A. B., Haverford College, 1875; A. M., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philology, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Professor of Greek and German Languages, Guilford College, since 1888.

H. LOUISA OSBORNE, A. B.,

LATIN AND MATHEMATICS

- A. B., Earlham College, 1887; Student State Normal of Indiana, 1887-1888; Student Chautauqua, New York, Summers 1888-1895, 1902-1904, 1909; Teacher Vermillion Academy, Ill., and Bloomingdale Academy, Ind., 1888-1892; Assistant in Latin and Mathematics, Guilford College, since 1892.

GEORGE WILSON WHITE, A. B.,

MATHEMATICS

- A. B., Haverford College, 1878; Principal Sunbury Academy, N. C., 1878-1880; Principal Belvidere Academy, 1880-1883; Principal New London High School, Ind., 1883-1884; Principal Central Academy, Ind., 1885-1892; Professor of Mathematics, Guilford College, since 1893.

RAYMOND BINFORD, S. M., PH. D.,

BIOLOGY AND GEOLOGY

- B. S., Earlham College, 1901; S. M., University of Chicago, 1906; Fellow in Johns Hopkins University, 1911-1912; Ph. D., Johns Hopkins University, 1912; Scientific Assistant at United States Fisheries Laboratory, Beaufort, N. C., Summers 1908-1911; Instructor in Invertebrate Zoology, Marine Biological Laboratory, Woods Hole, Mass., Summers 1912-1913; Professor of Biology and Geology, Guilford College, since 1901.

CLEMENT ORESTES MEREDITH, A. B., PH. D.,

LATIN

- A. B., Guilford College, 1900; A. B., Haverford College, 1901; Chautauqua, New York, Summer 1901; Principal Guilford Graded School, North Carolina, 1901-1902; Scholar in Latin, Greek, and French, Johns Hopkins University, 1906-1908; Student of Classical Philology in University of Berlin, 1909-1910; American School at Rome, Spring 1910; Ph. D., Johns Hopkins University, 1912; Professor of Latin, Guilford College, since 1902.

DUDLEY DEWITT CARROLL, A. B.,
HISTORY AND ECONOMICS

- A. B., Guilford College, 1907; A. B., Haverford College, 1908; Principal Mountain View Institute, 1908-1909; Graduate Student in Columbia University, Summers 1910-1912; Professor of History and Economics, Guilford College, since 1909.

ALLAN WILSON HOBBS, A. B.,
MATHEMATICS

- A. B., Guilford College, 1907; A. B., Haverford College, 1908; Graduate Student Columbia University, Summer 1909; Graduate Student University of Chicago, Summer Quarter 1910; Physical Director and Assistant in Mathematics, Guilford College, 1909-1911; Scholar in Mathematics and Physics, Johns Hopkins University, 1911-1913; Professor of Mathematics, Guilford College, 1913-1914.

MARIAN BRIGHAM RUSTEDT, PH. B.,
FRENCH AND ASSISTANT IN HISTORY

- Ph. B., University of Vermont, 1898; Student in Latin, Harvard Summer School, 1906; Student in French, Institut Feller, Grande Ligne, Quebec, 1906-1907; Student in French, Paris, France, Summer 1910; Teacher of Language in Vermont, New York and Massachusetts; French and Assistant in History, Guilford College, since 1910.

ALPHEUS DIXI CROSBY, A. B.,
ENGLISH

- A. B., Dartmouth College, 1910; Instructor in English, French and Mathematics, Poughkeepsie High School, New York, 1910-1911; Professor of English Literature, Guilford College, since 1911.

ALFRED ALEXANDER DIXON, A. M.,
PHYSICS

- B. S., Guilford College, 1909; A. M., Haverford College, 1911; Assistant in Physics Laboratory at Haverford College, 1909-1911; Professor of Physics and Assistant in Mathematics, Guilford College, since 1911.

JOHN STEELE DOWNING, A. M.,
CHEMISTRY

- B. S., Haverford College, 1911; Assistant in Chemistry, *ibid*, 1911-1912; A. M., *ibid*, 1912; Professor of Chemistry, Guilford College, since 1912.

JOSEPH H. PEELE, B. S.,
ASSISTANT IN ENGLISH

JOSEPHINE L. RHOADES

MUSIC, 1913-1914

Certificate of Proficiency, University of Pennsylvania, 1901; Director of Music, Williamston College, Williamston, S. C., 1902-1905; Student in Singing, Herbert Wilbur Greene, New York City, Summers 1901, 1902, 1903; Student in Music Pedagogy, Mrs. Fletcher Copp, Boston, Mass., Summer 1906; Associate Instructor in School Music Education, English Speech and Expression, Philadelphia, 1905-1910; Director of Music, Harcourt Place School, Gambier, Ohio, 1910-1913; Student, Brussels Conservatoire, Summer 1912.

HAZEL IRENE HARMON, A. B.,

VOCAL MUSIC

RACHEL E. FARLOW,

DOMESTIC SCIENCE

CHARLES GLENN DOAK,

PHYSICAL DIRECTOR

Guilford College Bulletin

EDITORS:
THE PRESIDENT AND COMMITTEE OF THE FACULTY

CATALOGUE NUMBER
1913-1914

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

1914

JULY

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1915

JANUARY

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31

FEBRUARY

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MARCH

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APRIL

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DECEMBER

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Calendar 1914-1915

1914. April 18—Saturday, 8 p. m.,
Oratorical Contest—Websterian Society.
April 25—Saturday, 8 p. m.,
Oratorical Contest—Philomathean Society.
May 9—Saturday, 8 p. m.,
Oratorical Contest—Henry Clay Society.
May 23—Saturday, 8 p. m.,
Oratorical Contest—Zatasian Society.
May 30—Saturday, 8 p. m.,
Music Recital.
June 2—Tuesday,
Commencement Day.

Seventy-Eighth Academic Year

1914. September 8—Tuesday,
Entrance Examinations, 9 a. m., and 2 p. m.
September 9—Wednesday, 9 a. m.,
Fall term begins.
November 7—Saturday,
Midterm Examinations.
November 26 and 27—Thursday and Friday,
Thanksgiving Holidays.
December 19—Saturday, 7:30 p. m.,
Music Recital.
December 23 to
1915. January 5, inclusive, } Christmas Vacation.
January 19 to 23—Tuesday to Saturday,
Midyear Examinations.
January 23—Saturday,
Fall Term closes and Spring Term begins.
March 27—Saturday,
Midterm Examinations.
April 5—Monday,
Easter Holiday.
May 29—Saturday, 8 p. m.,
Music Recital.
June 1—Tuesday,
Commencement.

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JAMES FRANKLIN DAVIS, A. M.,

GREEK AND GERMAN

A. B., Haverford College, 1875; A. M., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philology, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Professor of Greek and German Languages, Guilford College, since 1888.

H. LOUISA OSBORNE, A. B.,

LATIN AND MATHEMATICS

A. B., Earlham College, 1887; Student State Normal of Indiana, 1887-1888; Student Chautauqua, New York, Summers 1888-1895, 1902-1904-1909; Teacher Vermillion Academy, Ill., and Bloomingdale Academy, Ind., 1888-1892; Assistant in Latin and Mathematics, Guilford College, since 1892.

GEORGE WILSON WHITE, A. B.,

MATHEMATICS

A. B., Haverford College, 1878; Principal Sunbury Academy, N. C., 1878-1880; Principal Belvidere Academy, 1880-1883; Principal New London High School, Ind., 1883-1884; Principal Central Academy, Ind., 1885-1892; Professor of Mathematics, Guilford College, since 1893.

RAYMOND BINFORD, S. M., PH. D.,

BIOLOGY AND GEOLOGY

- B. S., Earlham College, 1901; S. M., University of Chicago, 1906; Fellow in Johns Hopkins University, 1911-1912; Ph. D., Johns Hopkins University, 1912; Scientific Assistant at United States Fisheries Laboratory, Beaufort, N. C., Summers 1908-1911; Instructor in Invertebrate Zoology, Marine Biological Laboratory, Woods Hole, Mass., Summers 1912-1913; Professor of Biology and Geology, Guilford College, since 1901.

CLEMENT ORESTES MEREDITH, A. B., PH. D.,

LATIN

- A. B., Guilford College, 1900; A. B., Haverford College, 1901; Chautauqua, New York, Summer 1901; Principal Guilford Graded School, North Carolina, 1901-1902; Scholar in Latin, Greek and French, Johns Hopkins University, 1906-1908; Student of Classical Philology in University of Berlin, 1909-1910; American School at Rome, Spring 1910; Ph. D., Johns Hopkins University, 1912; Professor of Latin, Guilford College, since 1902.

DUDLEY DEWITT CARROLL, A. B.,

HISTORY AND ECONOMICS

- A. B., Guilford College, 1907; A. B., Haverford College, 1908; Principal Mountain View Institute, 1908-1909; Graduate Student in Columbia University, Summers 1910-1912; Professor of History and Economics, Guilford College, since 1909.

ALLAN WILSON HOBBS, A. B.,

MATHEMATICS

- A. B., Guilford College, 1907; A. B., Haverford College, 1908; Graduate Student Columbia University, Summer 1909; Graduate Student University of Chicago, Summer Quarter 1910; Physical Director and Assistant in Mathematics, Guilford College, 1909-1911; Scholar in Mathematics and Physics, Johns Hopkins University, 1911-1913; Professor of Mathematics, Guilford College, 1913-1914.

MARIAN BRIGHAM RUSTEDT, PH. B.,

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- Ph. B., University of Vermont, 1898; Teacher of Language in Vermont, New York and Massachusetts; French and Assistant in History, Guilford College, since 1910.

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- A. B., Dartmouth College, 1910; Instructor in English, French and Mathematics, Poughkeepsie High School, New York, 1910-1911; Professor of English Literature, Guilford College, since 1911.

ALFRED ALEXANDER DIXON, A. M.,
PHYSICS

- B. S., Guilford College, 1909; A. M., Haverford College, 1911; Assistant in Physics Laboratory at Haverford College, 1909-1911; Professor of Physics and Assistant in Mathematics, Guilford College, since 1911.

JOHN STEELE DOWNING, A. M.,
CHEMISTRY

- B. S., Haverford College, 1911; Assistant in Chemistry, *ibid.*, 1911-1912; A. M., *ibid.*, 1912; Professor of Chemistry, Guilford College, since 1912.

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- B. S., Guilford College, 1891; Principal Guilford Graded School, N. C., 1909-1911; Student Summer School, Knoxville, Tenn., 1911; Emerson College of Oratory, Boston, Mass., 1911-1912; Assistant in English and Professor of Public Speaking, Guilford College, since 1912.

JOSEPHINE L. RHOADES,
MUSIC

- Certificate of Proficiency, University of Pennsylvania, 1901; Director of Music, Williamston College, Williamston, S. C., 1902-1905; Student in Singing, Herbert Wilbur Greene, New York City, Summers 1901-1902-1903; Student in Music Pedagogy, Mrs. Fletcher Copp, Boston, Mass., Summer 1906; Associate Instructor in School Music Education, English Speech and Expression, Philadelphia, 1905-1910; Director of Music, Harcourt Place School, Gambier, Ohio, 1910-1913; Student, Brussels Conservatoire, Summer 1912.

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West, Thagard	Greensboro, N. C.
Wheeler, Mary Louise	Guilford College, N. C.
White, Charles Sullivan	Buckshoal, N. C.
Williams, Oscar, Jr.	Greensboro, N. C.
Worth, Sarah Maie	Charlotte, N. C.
Yow, Ralph Johnston	Greensboro, N. C.

MUSIC

Andrews, Mary Frances	Greensboro, N. C.
Armstrong, Hazel Graham	Hobgood, N. C.
Armstrong, John Robert	Greensboro, N. C.
Blackburn, Mildred Hill	Guilford College, N. C.
Bobbitt, Thelma	Henderson, N. C.
Boone, Ina Mae	Stokesdale, N. C.
Brendall, Lillian Gertrude	Guilford College, N. C.
Briggs, Isla Evelyn	High Point, N. C.
Bulla, Mary Allen	Randleman, N. C.
Campbell, Mary	Friendship, N. C.
Campbell, May	Friendship, N. C.
Campbell, Ola Carolin	Friendship, N. C.
Coble, Josephine Vestal	Liberty, N. C.
Cox, Luna Ellen	High Point, N. C.
Crutchfield, Hattie Eugenia	Guilford, N. C.
Dix, Burtie Ellen	Westfield, N. C.
English, Mary Stevens	Monroe, N. C.
Farlow, Beatrice Beulah	Randleman, N. C.
Faucette, Agnes Rea	Burlington, N. C.
Fox, Bertha Browning	Guilford College, N. C.
Fox, Eleanor Louise	Guilford College, N. C.

MUSIC—Continued

Gentry, Mary Joe	Stokesdale, N. C.
Goodall, Effie	Albemarle, N. C.
Grant, Mary Lyons	Greensboro, N. C.
Guthrie, Bessie Ava	Snow Camp, N. C.
Henley, David Elias	Guilford College, N. C.
Herbin, Elizabeth Marie	Summerfield, N. C.
Hines, Annie Myrtle	Greensboro, N. C.
Hobbs, Gertrude Mendenhall	Guilford College, N. C.
King, Nannie Beatrice	Asheboro, N. C.
Kinney, Clark Mills	Thomasville, N. C.
Körner, Estelle Gertrude	Kernersville, N. C.
May, Lily	Morven, N. C.
Mendenhall, Fowell Hill	High Point, N. C.
Outland, Pauline	Woodland, N. C.
Patterson, Cleta	Burlington, N. C.
Payne, Florence Irene	Westfield, N. C.
Payne, Nannie Eugenia	Westfield, N. C.
Robertson, Mabelle	Guilford College, N. C.
Smith, Chellie Lee	Guilford College, N. C.
Speas, Ethel Maie	Winston-Salem, N. C.
Sprinkle, Elsie	Winston-Salem, N. C.
Taylor, Grace Pemberton	Danbury, N. C.
Tuthill, Marguerite Theresa	Eastport, L. I., N. Y.

* Deceased.

GUILFORD COLLEGE

History

The Society of Friends was among the earliest religious bodies to organize a church in North Carolina. Their church records embrace a period of two hundred and fifteen years. In 1696-1698, John Archdale, an English Friend, was Governor of the Colony of North Carolina and South Carolina. George Fox, the founder of the Society of Friends, spent some time in North Carolina in 1672, and was received with great favor by the colonial officials.

The appeal which the Friends made to each individual in meetings for worship and in all church responsibility naturally called for an educated membership—a true democracy. Accordingly, we find among the Friends of our state early discussions of educational needs; and a concern arose in the Yearly Meeting in 1833 for better schools. The eloquent Jeremiah Hubbard pleaded for this cause, and Nathan Hunt, of sacred memory, took the subject under his protecting care. His appeals in behalf of a central school aroused the interest of many Friends in other states, and notably of George Howland of New Bedford, Mass. The decision was reached to found a

boarding school of high grade to meet the needs of the young people. As a result the present Founders Hall was erected, a substantial, two-story brick building, offering accommodations to both boys and girls.

The founders of the school were careful to select a central locality, and a place well reputed for healthfulness of climate and as free as possible from immoral influences or distractions of any kind. They chose a farm six and a half miles west of Greensboro, in a community of progressive, intelligent people. The school was opened on the first day of August, 1837, there being present the first term fifty students—twenty-five boys and twenty-five girls; and it has been operated from that day forward with no interruption, even during the Civil War.

Scarcely any one who knew New Garden Boarding School thirty or forty years ago and
FARM AND who has not recently visited the old
CAMPUS foundation made new by buildings
and improved farm and campus, could picture the
changed condition.

When twenty-nine years ago David Petty of Archdale, N. C., took charge of the farm, there was little to induce one to expect in the future such results as recent years have shown. David Petty was a farmer ahead of his time, and believed the red lands of Guilford could be improved by deep plowing and frequent cultivation. He inaugurated a system of land cul-

ture which immediately began to bear fruit. He dug up stumps, built the first silo in this part of the country, and began improvement on the land to the east of Founders Hall, which up to that time was almost worthless. Now one may see the five-acre field in alfalfa.

The dairy was developed under his management, and the dairy products became an important part of table supply and have remained so ever since. The herd of Jersey cattle thus gathered together have helped to enrich the soil, and the enriched soil has added to the crops of hay and corn. The present prospect is toward the stocking of a large part of the farm in grass which will not only yield feed for cattle, but will prevent loss of soil by washing rains, and combine more pleasingly with the campus and thus add to the general appearance of the location.

The aim now is to unify all the resources of the College and turn them to the greatest educational effect. Good farming is a product of better education; and the resources of our state in an agricultural way are to a large extent dormant, awaiting intelligence and energy to bring forth all the supplies needed by our people for consumption, and thus to be the means of vast wealth. Better farming will follow better education and more wealth will ensue, and in turn add more means to education which will begin another cycle of improvement and service.

In 1887, the demand for larger accommodations and a more extensive course of studies **REORGANIZATION** led to the organization of the institution into Guilford College, and a charter was obtained with authority to confer degrees. Previous to this time Founders Hall had been enlarged and remodeled and fitted for a girls' dormitory. To provide for a boys' dormitory and for class rooms and other academic requirements, the large Yearly Meeting house, erected a few years before, was donated by the Yearly Meeting to the school, and converted into a school building, with lodging rooms for young men on the second floor. This improvised building was destroyed by fire in 1885, and a new academic building was erected on the same foundation, and, in honor of Francis T. King of Baltimore, was named King Hall.

Archdale Hall was built at the same time as a dormitory for young men, and named in memory of the Quaker Governor, John Archdale.

The College began its course in the fall of 1888. During the fifty-two years of the school's existence, many distinguished scholars were engaged in teaching and there was early laid a foundation broad enough and deep enough to prevent in subsequent years any superficial display of pretentiousness, reliance being placed upon the power of inspiring students with the love of truth in the various fields of scholarship.

In this period efforts were made to secure endowment, increase the library and equip laboratories, and found a Museum of Natural History. From time to time additions were made to the permanent funds, English and Philadelphia Friends having supplied an amount equal to ten thousand dollars, now known as the Philadelphia Fund. Many contributions were given from year to year to lessen expenses of students. After the change to Guilford College, funds were solicited for buildings and for the increase of endowment.

In 1891 the Y. M. C. A. of the College made appeals for funds to build a hall, and the result was the erection of the present building.

**Y. M. C. A.
HALL**

In 1897 Benjamin N. and James B. Duke, who were educated at the school, gave ten thousand dollars with which to erect a hall that would accommodate the Natural Science departments and also furnish an auditorium. The building was erected in the year stated, and named Memorial Hall, in memory of their sister, Mary Elizabeth Lyon.

**MEMORIAL
HALL**

New Garden Hall was erected during the summer and fall of 1907, and was built by the Girls' Aid Committee of North Carolina Yearly Meeting to meet the needs of girls who desire an education and who are

**NEW GARDEN
HALL**

willing to help themselves by lessening the expense of living. New Garden Hall has every convenience of a modern home—steam heat, well furnished rooms, large dining-room and well equipped kitchen. By doing their own work in caring for their rooms and in cooking by turns, the girls in this building live in much comfort and at a comparatively small expense. There are twenty-five rooms that will accommodate fifty girls. Besides, there are two rooms—one for a nursery and one for a nurse—and living rooms for a matron and a reception room, all well furnished, supplied with water and lighted by electricity.

In 1908 King Hall was destroyed by fire. This led to the erection of two new buildings—the Library and the rear of what is intended to be a commodious academic building.

The Library building is one of the most attractive of the College group. It is strictly
LIBRARY modern in all its appointments, with a fire-proof stack room furnished with steel shelving. In addition to this there is a large vault in which are stored the valuable manuscripts of North Carolina Quaker annals.

The reading room is large, airy and well lighted—an ideal place for study. This room is furnished in light quartered oak—reference shelving, tables, periodical racks, desk and chairs all harmonizing with the oak finish of the building. The friezes and busts

recently purchased add much to the artistic effect of the interior.

There are nearly five thousand volumes in the Library, all of which, except about one thousand saved from the fire of January, 1908, have either been purchased or donated since the above named date. The primary object in the selection of books has been use, and, consequently, our facilities for reference work and supplementary reading are especially worthy of comment.

The Library is open daily to students and persons connected with the College. The subscription list not only includes many of our state dailies, but also a goodly number of the best magazines in general literature, as well as those representing special departments of school work. A few foreign publications are also on the list. The Library is well fitted to be what every library should be—the workshop of the College, the center of the intellectual life of the student body.

The rear extension of the proposed new King Hall contains space for eight class rooms and a physics laboratory, and has in the basement the heating plant from which both this building and the Library are heated.

Cox Hall, a dormitory erected in 1912, furnishes rooms—four in a group—for fifty-four young men. The arrangement of this building is ideal, and the accommodations are

strictly up-to-date, each room being supplied with running water, both hot and cold.

The new church—the Yearly Meeting house which was constructed in 1912 on the campus, **CHURCH** located opposite the Y. M. C. A. Hall —is used for the regular public religious meetings for the community and the College.

There is also a large gymnasium among the group of buildings, 50 x 76 feet, with gallery. **GYMNASIUM** It is supplied with apparatus and is much used for athletic training.

These ten buildings, planned and equipped with much care and expense, provide excellent means for conducting the work of the College; and attention is called to them as an indication of the growth of the College, as well as its promise of a continuance of solid educational work.

For young men, we have three dormitories, and also the cottages for those who desire to lessen living expenses; and for girls, Founders Hall and New Garden. Founders has recently been renewed entirely, except the walls and roof, and made a comfortable, up-to-date home for young women, the expense for which, including heat, has been nearly as great as would be required to erect a new building. New Garden was well planned from the start, and combines many

attractive features as well as the conveniences of a modern dormitory.

For academic work, we have Memorial Hall, containing two laboratories—the chemical and biological—the Museum of Natural History, auditorium, music rooms, two class rooms and the president's office, and the two buildings, the Library and King Hall, which afford good facilities for instruction and study.

To any one who will take time to think about it, the large outlay here represented will reveal a fine equipment for doing good work in the field of education; and these buildings will also show a remarkable expansion and a corresponding improvement made at Guilford College in recent years.

One should also take into consideration the location of these buildings, the large farm owned by the College and the athletic fields, especially the recent work done on the baseball ground, the making of a running track and the leveling of the inclosed circle to be used as a baseball field; and also the work done recently for the girls' athletic grounds, in the way of leveling and terracing their field west of New Garden Hall. Much more work is to be done in laying out tennis courts for the girls and in leveling the grounds and putting the same in grass, especially the terracing.

The farm has been conducted with a view to supply the boarding department with milk and butter, and the dairy has in this way served a very useful pur-

pose. The improvement of the soil has gone on from year to year. The electric plant and system of water supply give the place the conveniences of a city with the advantages of quiet surroundings conducive to study and simplicity of living.

These various and excellent arrangements have been made possible by the generosity and helpfulness of a large circle of friends of Guilford College, and everything has been done with a view to giving young people, young women as well as young men, a healthful and stimulating place at which to spend a few years in substantial educational work and training.

These material equipments represent a pretty large outlay of money and thought, and show that the management has in mind the development and maintenance of an education center that shall stand for all that is best in physical, intellectual and moral training. These buildings and their furnishings are intended to be a solid basis for genuine and thorough educational work, and to show to students and to the public that those who are most vitally responsible for the outcome and general effect of Guilford believe nothing is too good or too expensive that is to go into the moulding of the minds and characters of the young people of our country; that these people deserve the best possible opportunity to become all they are capable of becoming, for their own sakes and for the sake of all those whose lives they will in any way effect.

The location of the College, in the Piedmont Sec-

tion of the State, one thousand feet above sea, may be considered a part of the material equipment. The supply of pure water, from a well 364 feet deep, is a means of promoting good sanitary conditions, for nothing is more important in the production of strength of body, of mind and of character than environment. The air we breathe, the water we drink, and the food we consume and the total outlay of energy, thought and money should be so co-ordinated as to exert the greatest possible beneficial effect upon the body of young people whose immediate and future interests are at stake.

Every one needs a comfortable and safe place to live, a place in which the very atmosphere, figuratively speaking, will call the mind to the true and the beautiful and the good, and thus tend, in a very powerful way, to bodily and mental vigor, and to that ideal of religious activity in which one by losing one's life shall find it.

The encouragement to make still greater provision for the future which has been received
ENDOWMENT from a wide circle of friends and philanthropists, has led to more earnest efforts to increase the efficiency of the College by adding to the permanent funds. From an early period the school has had assistance in a financial way; but in more recent years the donations to the endowment have been greatly augmented.

In 1905, an appeal was made to Andrew Carnegie and he responded by giving \$45,000 to be used as a permanent fund. The same year Dr. D. K. Pearsons gave to the College \$25,000 as an endowment to stand for the memory of his friend, Dr. Oliver Woodson Nixon of Chicago, who was a native of Guilford County, North Carolina. The same year, also, Benjamin N. and James B. Duke gave \$15,000 to the endowment, making their total donations to Guilford \$25,000. Among the benefactors is Samuel Hill, who gave \$5,000 in memory of his father, Nathan B. Hill, and \$6,000 subsequently for improvements in buildings and grounds. Dr. Alfred H. Lindley of Minneapolis created a fund of \$5,000 to the memory of his daughter, Ella Lindley. In 1904-1905 a fund of \$12,000 was established to the memory of Harriet Green, an English Friend who labored much in the Gospel among the Friends of America. The Francis White Fund of \$5,000 is in memory of Francis White, who in his lifetime gave assistance and great encouragement to the work of education in North Carolina.

The Johnathan E. Cox fund of \$3,000 was established by his son, J. Elwood Cox—endowment.

The Marvin Hardin fund of \$1,300 was established in memory of Marvin Hardin by the Class of 1904—a scholarship fund.

The William Johnson fund of \$1,500—a scholarship fund.

The Richardson Fund of \$2,758, by will of Joseph S. Richardson—a scholarship fund.

The Fowell B. Hill Fund of \$1,000, by will of Fowell B. Hill—endowment.

The Ezra Murray Meader Fund of \$1,000, by will of Elizabeth Meader White—for mathematical department.

The Francis T. King Fund of \$5,000, by will of Francis T. King—for care of buildings and campus.

The Doctor Dicia Baker Fund of \$5,000, by will of Dr. Dicia Baker—for Girls' Aid Committee of North Carolina Yearly Meeting.

The Susanna Osborne Memorial Fund of \$500—for Girls' Aid Committee of North Carolina Yearly Meeting.

The Wells Fund of \$1,000—scholarship fund.

The total sum of permanent funds—those named above and others—is \$176,500. The value of material equipment, including buildings, furniture, apparatus, and farm with its outfit, is \$148,500. Total, \$325,000.

REQUIREMENTS FOR ADMISSION

Candidates for admission must furnish evidence of good moral character, and those who come from other schools or colleges must furnish certificates of dismissal in good standing.

If from a secondary school, the candidate may be allowed any one of the following alternatives for admission :

1. An entrance examination.
2. A certificate, satisfactory to the Dean, showing that he has won full credit for the required number of entrance units.
3. Permission to register as a special student.

Entrance Examinations

Examinations for admission and for higher class standing will be held at 9 a. m. and 2 p. m. on the day preceding the opening of each term, and on Monday preceding commencement.

Entrance on Certificate

When a secondary school furnishes evidence satisfactory to the college that it gives thorough training to its students, the certificate of its principal, filled out

on a form provided by the college, will be accepted as proof of the applicant's preparation. These blank entrance certificates will be furnished on request.

Special Students

A student who gives evidence of fitness to pursue a selected list of courses of study, but who does not seek a degree, may be admitted without certificate or entrance examination. Such an applicant may study special subjects for which he is prepared, or he may take general academic study in preparation for professional education. If he should decide to become a candidate for a degree he must satisfy the regular requirements for admission. In the annual register of attendance each special student is indicated as such, and not as a candidate for a degree.

Entrance Units

An entrance unit is defined as the measure of the work required for completion of one high school subject taken five times each week, in recitation periods forty minutes long, throughout a session of twenty-eight weeks.

Regular Admission

1. For regular admission to full standing as a member of the freshman class fourteen units are required. These must be selected from the list given in the table of entrance subjects on page 37.

2. Candidates for admission to the courses leading to the degree of Bachelor of Arts are required to offer the following subjects for entrance:

English	3	Units
Algebra	1½	Units
Plane Geometry	1	Unit
Latin	4	Units
History	1	Unit
Physiography	½	Unit
Physiology	½	Unit
Electives	2½	Units

3. Candidates for admission to the courses leading to the degree of Bachelor of Science are required to offer the following subjects for entrance:

English	3	Units
Algebra	1½	Units
Plane Geometry	1	Unit
History	1	Unit
Physiography	½	Unit
Physiology	½	Unit
* Language	4	Units
Electives	2½	Units

Conditional Admission

Twelve units of credit will be accepted for conditional entrance to the freshman class.

Advanced Credit

Students desiring credit for work done in other colleges will be required to submit a satisfactory certificate of such work or submit to an examination.

* Latin, Greek, French or German. Not less than two units in any one language.

Table of Subjects Accepted for Entrance

SUBJECT	TOPICS	UNITS
English A	Grammar and Analysis	1
English B	Composition and Elementary Rhetoric	1
English C	Selections of Literature	1
Mathematics A ...	Algebra to Quadratics	1
Mathematics B ...	Quadratics, etc., Binomial Theorem ..	$\frac{1}{2}$
Mathematics C ...	Plane Geometry, complete	1
History A	Ancient	1
History B	Mediaeval and Modern	1
History C	English	1
History D	American	1
Latin A	Grammar and Composition	1
Latin B	Caesar, four books and Composition ..	1
Latin C	Cicero, four orations and Composition ..	1
Latin D	Virgil, four books and Composition ..	1
Greek A	Grammar and Composition	1
Greek B	Xenophon, four books	1
German A	Grammar and Composition	1
German B	Reading and Exercises	1
French A	Grammar and Composition	1
French B	Reading and Exercises	1
Science A	Physical Geography	$\frac{1}{2}$
Science B	Physics	1
Science C	Physiology	$\frac{1}{2}$
Civics	Civil Government	$\frac{1}{2}$

SPECIFICATIONS REGARDING ENTRANCE UNITS

English

English A—Grammar and Analysis One Unit

Spelling, parts of speech, inflection, syntax, structure of sentences, punctuation, use of capital letters, elementary composition.

English B—Composition and Elementary Rhetoric One Unit

Choice of words and their mutual relations, paragraphing and form, different kinds of composition, including letter writing, narration, description, exposition, abundant practice in composition, with readings from masterpieces of American Literature.

English C—Literature One Unit

The student is required to give careful study to the following: Shakespeare's *Macbeth*; Milton's *L'Allegro*, *Il Penseroso*, *Comus*, *Lycidas*, and some of his *Sonnets*; Scott's *Lady of the Lake*; Arnold's *Sohrab and Rustum*; Carlyle's *Essay on Burns*.

The student is required to read two selections from each of the following groups:

I. Genesis, Exodus, Joshua, Judges, Samuel, Kings, Daniel, Ruth, Esther; Homer's *Iliad*; Virgil's *Æneid*.

II. Merchant of Venice; As You Like It; Twelfth Night; Henry V; Julius Caesar; Midsummer Night's Dream.

III. Robinson Crusoe; Vicar of Wakefield; Ivanhoe; House

of Seven Gables; David Copperfield; Silas Marner; Treasure Island; Cranford.

IV. Pilgrim's Progress; Franklin's Autobiography; Parkman's Oregon Trail; Stevenson's Inland Voyage and Travels with a Donkey; Sir Roger de Coverley Papers; Macaulay's Essay on Warren Hastings; Irving's Sketch Book.

V. Gray's Elegy and Goldsmith's Deserted Village; Coleridge's Ancient Mariner and Lowell's Vision of Sir Launfal; Scott's Lay of the Last Minstrel; all of Wordsworth, Shelley, and Keats in Palgrave's Golden Treasury; Longfellow's Miles Standish and Whittier's Snowbound; Tennyson's Gareth and Lynette, Lancelot and Elaine, and Passing of Arthur; Byron's Childe Harold, Canto IV, and Prisoner of Chillon.

Mathematics

Mathematics A and B—Algebra

One and One-Half Units

Covering the four fundamental operations of algebra, factoring, highest common factor and lowest common multiple, fractions, simple equations, simultaneous simple equations, involution and evolution, exponents, radicals, quadratic equations, equations in the quadratic form, ratio and proportion, variation, and progressions.

Mathematics C—Plane Geometry One Unit

Five books and numerous original exercises taken from other sources.

History

In all of the following work a knowledge of historical geography is required. Not more than two units of credit in history will be accepted, the selections to be made from the following:

History A—Ancient One Unit

History of Greece to the death of Alexander, and history of Rome to the overthrow of the empire of the west, or to the death of Charlemagne.

History B—Mediaeval and Modern One Unit

The general history of western Europe from the fifth century, or from the division of Charlemagne's empire, to the close of the nineteenth century.

History C—English One Unit

The political and social history of England from the period of the Roman occupation to the present day.

History D—American One Unit

A general outline of United States history, including the period of discovery and settlement, the growth of the English colonies, the French and Indian wars, the revolution and the adoption of the constitution, the growth and expansion of the union, the slavery conflict, the civil war and reconstruction, and the recent development of the nation.

Latin

Latin A—Grammar and Composition One Unit

Pronunciation, accent, quantity, thorough drill in forms, word formation, syntax, translation of elementary Latin sentences into English, elementary exercises in Latin prose composition.

Latin B—Caesar One Unit

First four books of Caesar's Gallic War, thorough knowledge of its subject matter, familiarity with forms and construction, continued practice in Latin prose composition.

Latin C—Cicero One Unit

Cicero's Orations against Catiline; continued practice in prose composition.

Latin D—VirgilOne Unit

Four books of Virgil's *Æneid*, forms and construction of poetry, hexameter verse, continued practice in prose composition.

Greek

Greek A—Grammar and Composition..... One Unit

The forms, inflections, and idioms of Attic prose, syntax, prose composition—one year's work.

Greek B—Xenophon One Unit

Four books of Xenophon's *Anabasis*, study of Greek irregular verbs, syntax, translation of Greek into English and English into Greek.

German

German A—Grammar and CompositionOne Unit

Grammar, pronunciation, dictation, exercises in translation, both oral and written, and reading of about 100 pages of texts suitable for first year work.

German B—Reading and Exercises One Unit

Continued practice in Grammar, dictation, conversation, oral translation from German into English and English into German, and about 300 pages of texts suitable for second year work, along with written exercises in prose composition.

French

French A—Grammar and Composition One Unit

Grammar, pronunciation, dictation, exercises in translation, both oral and written, and reading of about 150 pages of texts suitable for first year work.

French B—Reading and Exercises One Unit

Continued practice in grammar, dictation, conversation, oral translation from French into English and English into French, and about 300 to 400 pages texts suitable for second year work, along with written exercises in prose composition.

*Science***Science A—Physical Geography One-half Unit**

The knowledge obtainable from a standard school text-book on this subject.

Science B—Physics One Unit

Any standard school text-book, including class work with lecture demonstrations, problem work and simple laboratory experiments.

Science C—Physiology One-Half Unit

A standard school text-book, with demonstrations and simple experiments. Special attention should be given to such practical subjects as sanitation, diet, and personal hygiene.

*Civics***Civics One-half Unit**

A general study of the constitution of the United States and the organization of the executive, legislative and judicial departments of the government; the division of governmental functions between the national and state governments; and the organization and operation of the state governments.

GROUPS OF STUDIES

The groups following are constructed in accordance with (1) the required studies and (2) electives. Besides fulfilling the requisite in required studies the student, in any group, must take at least three years' work in a single subject, known as the major subject. The student will select his group according to the major subject which he prefers. The selection of a group should be determined upon entrance into the sophomore year. Electives entitle the student to select any studies which he may choose not in conflict with the authorized program of recitations, provided always that required studies must take precedence of electives in classification. The program of recitations will conform to the groups as outlined.

It should be noted that all students are required to take one year of Biblical instruction, the groups being so arranged that this may be done either in the junior or the senior year.

Piano music and the course in Banking also stand as electives in any year except the freshman. But the maximum amount of music which a student may elect shall be two courses of not less than one year of either the intermediate or the advanced grades.

Hours Requisite for Graduation

The courses are evaluated by the term hour, which equals one recitation hour a week for a term (half year). For graduation in any course a student will be required to complete work equivalent to 126 term hours.

In each of the six groups of studies the requisite hours for graduation shall be determined by the sum of all the required studies and the electives, as prescribed in the groups respectively.

Degrees

The degree of Bachelor of Arts will be conferred on any student who satisfactorily completes Group AI, AII, or AIII, and the degree of Bachelor of Science on any student who satisfactorily completes Group BI, BII, or BIII, provided in either case said student sustains a good moral character.

COURSES OF STUDY

Group AI—Ancient Classical

FRESHMAN

Livy	4	Tacitus	4
English Ia	4	English Ib	4
Greek	4	Greek	4
Mathematics Ia	5	Mathematics Ib	5

SOPHOMORE

Latin	4	Latin	4
History	3	History	3
English V	2	English V	2
Greek	4	Greek	4
Physics	4	Chemistry A	4

JUNIOR

Ancient Language	4	Ancient Language	4
Biology	4	Biology	4
German or French	4	German or French	4
Electives	4	Electives	4

SENIOR

Philosophy I	3	Philosophy II	2
German or French	4	German or French	4
Ancient Language	3	Ancient Language	3
Electives	6	Electives	6

Group All—English Classical

FRESHMAN

English Ia	4	English Ib	4
Livy	4	Tacitus	4
Mathematics Ia	5	Mathematics Ib	5
German or French	4	German or French	4

SOPHOMORE

History	3	History	3
English V	2	English V	2
German or French	4	German or French	4
Physics	4	Chemistry A	4
Electives	4	Electives	4

JUNIOR

English	3	English	3
Biology	4	Biology	4
Electives	9	Electives	9

SENIOR

English	3	English	3
Philosophy I	3	Philosophy II	2
Electives	10	Electives	11

Group AIII—Political Science

FRESHMAN

History or Livy	4	History or Tacitus	4
English Ia	4	English Ib	4
Physics A	4	Chemistry A	4
Mathematics Ia	5	Mathematics Ib	5

SOPHOMORE

History	3	History	3
English V	2	English V	2
Biology	4	Biology	4
German or French	4	German or French	4
Electives	4	Banking	4

JUNIOR

History	4	History	4
English	3	English	3
German or French	3	German or French	3
Electives	6	Electives	6

SENIOR

Economics	4	Economics	3
Philosophy I	3	Philosophy II	2
Sociology	3	Ethics	4
Electives	6	Electives	6

Group BI—Chemistry

FRESHMAN

Physics A	4	Chemistry A	4
English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib	5
German or French	4	German or French	4

SOPHOMORE

Chemistry I	4	Chemistry I	4
History	3	History	3
English V	2	English V	2
Physics I	4	Physics I	4
German or French	4	German or French	4

JUNIOR

Chemistry II	4	Chemistry II, III	4
Biology I	4	Biology I	4
Electives	8	Electives	8

SENIOR

Chemistry III	4	Chemistry IV	5
Philosophy I	3	Philosophy II	2
Biblical Literature	4	Biblical Literature	4
Electives	4	Electives	4

Group BII—Mathematics and Physics

FRESHMAN

Physics A	4	Chemistry A	4
Mathematics Ia	5	Mathematics Ib	5
English Ia	4	English Ib	4
German or French	4	German or French	4

SOPHOMORE

Mathematics II	4	Mathematics II	4
Physics I	4	Physics I	4
German or French	4	German or French	4
History	3	History	3
English V	2	English V	2

JUNIOR

Mathematics III	4	Mathematics III	4
Physics II or Electives ..	4	Physics II or Electives ..	4
Chemistry I	4	Chemistry I	4
Electives	4	Electives	4

SENIOR

Mathematics IV	3	Mathematics IV	3
Physics III	2	Physics III	2
Philosophy I	3	Philosophy II	2
Biology I	4	Biology I	4
Biblical Literature	4	Biblical Literature	4

Group BIII—Biology

FRESHMAN

Physics A	4	Chemistry A	4
English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib	5
German or French	4	German or French	4

SOPHOMORE

Biology	4	Biology	4
History	3	History	3
English V	2	English V	2
German or French	4	German or French	4
Chemistry or Electives ...	4	Chemistry or Electives ...	4

JUNIOR

Biology	4	Biology	4
Geology	4	Geology	4
Physics or Electives	4	Physics or Electives	4
Electives	4	Electives	4

SENIOR

Biology	4	Biology	4
Philosophy I	3	Philosophy II	2
Electives	9	Electives	9

DEPARTMENTS OF INSTRUCTION

Latin

I. LIVY.—This course embraces two books of Livy and composition weekly. Rapid reading and sight reading on easy passages are employed as tests. Points in history and syntax, together with Livy's style, are emphasized. Four hours a week. Fall term. Freshman.

II. TACITUS.—This course embraces the *Germania* and *Agricola*. Also either the *Poet Archias* of Cicero, or composition, as the case demands, is required. The *Germania* is studied for its intrinsic value as history; the *Agricola* is studied as history and as a biography. The *Agricola* of Tacitus and the *Poet Archias* of Cicero are studied as masterpieces in Latin literature. Four hours a week. Spring term. Freshman.

III. SELECTIONS FROM VIRGIL.—This course embraces *Georgics* I and IV, and selections from the *Æneid*. In this course it is intended to set forth the principles upon which Latin poetry is based, the hexameter being the simplest and best representative of Latin verse. The selections are made with a view to illustrate Virgil's method of developing a National

Epic for the Romans. Virgil's style and syntax are an essential part of the course. Four hours a week. Fall term. Sophomore.

*IV. SELECTIONS FROM OVID AND PROPERTIUS.—This course embraces selections from the Elegies of Ovid and Propertius illustrative of this department of Latin poetry. The selections from the Metamorphoses of Ovid are very valuable from the mythology which they contain treated in epic form. Four hours a week. Spring term. Sophomore.

V. HORACE.—Many of the Odes and of the Satires and Epistles, and the Ars Poetica constitute this course. Poetic peculiarities, sentiment, and elegance of expression in Latin verse are among the things studied. Prosody is an essential part of the work. Four hours a week. Fall term. Junior.

VI. CICERO'S TUSCULAN DISPUTATIONS I AND SELECTIONS FROM LUCRETIVS.—This course is given as a study in Roman philosophy. Special attention is called to philosophical thought as expressed by these two authors. The technical meaning of words, and a thorough drill in syntax are emphasized. Four hours a week. Spring term. Junior.

VII. ROMAN COMEDY.—This course embraces the Captivi and Trinumus of Plautus, the Andria and

*Not given in 1914-1915.

Adelphoe of Terence. It is the intention of this course to give the student an idea of the fundamental qualities of Roman comedy. It is in the comedy that one finds daily life depicted, and it is in comedy that the daily speech is used,—two very essential elements toward a correct understanding of the literature of a people. Three hours a week. Fall term. Senior.

*VIII. TRAGEDY.—This course embraces three Tragedies of Seneca and selections at sight from Gudeman's Latin Literature. Three hours a week. Spring term. Senior.

Greek

I. The first term in the study of Greek is devoted to learning the forms of the language, and doing easy exercises from Frost's Greek Primer. In the second term, two books of Xenophon's Anabasis are read.

II. In the second year, the third book of the Anabasis, and about an equal amount of Herodotus are read in the first term. The second term is given to Homer's Iliad.

III. During the first term of the third year Plato's Apology, Crito, and Thucydides are read. The last term is given to New Testament Greek.

For students electing a fourth year in Greek additional reading matter will be furnished according to the wish and efficiency of the class.

*Not given in 1914-1915.

German

I. The first year is devoted to the study of *Lehrbuch der deutschen Sprache*, supplemented by the reading of some simple story, as Storm's *Immensee*.

II. During the second year such books are read as Brandt's *German Reader*, *Im Vaterland*, and *Willkommen in Deutschland*.

III. Elective.

French

I. During the first year the work comprises: (1) careful drill in pronunciation; (2) the rudiments of grammar; (3) easy exercises in translating into French; (4) writing French from dictation; (5) practice in conversation; (6) the reading of about 150 pages of easy French stories. Four hours a week.

II. The second year work comprises: (1) the reading of from 300 to 400 pages of modern French in the form of stories and historical sketches; (2) constant practice as in the first year, in pronunciation, grammar, dictation, composition, and construction. Text-books: A *Prose Composition* and such texts as Halévy's *L'Abbé Constantin*; Lamartine's *Jeanne D'Arc*, Maupassant's *Huit Contes Choisis*, etc. Four hours a week.

III. Elective. The reading of more difficult prose and poetry, with composition, etc., as in II.

English

Ia. RHETORIC, COMPOSITION AND LITERATURE.—This course covers in the main the principles of rhetoric and composition, with the frequent writing of themes which are discussed in personal conferences between the writers and the instructor. Attention is also given to the reading and careful analysis of model prose selections taken from the best English and American writers. In addition to the above, each member of the class is expected to choose one of several elective courses of private reading on which he may expect to be examined at the end of the term. Four hours a week. First term.

Ib. ENGLISH LITERATURE.—The second half year presents a general survey of English Literature from the Anglo-Saxon age to the present day. Lectures, readings in class, outside readings and reports. Four hours a week. Second term.

IIa. ELIZABETHAN DRAMA.—This course is intended to acquaint the student with the drama of the age of Elizabeth. It consists of an historical survey of the drama, a study of the playwrights immediately preceding Shakespeare with respect to their influence upon him, a study of Elizabethan society and play-houses, and a few of Shakespeare's early plays. Elective. Three hours a week. First term.

IIb. SHAKESPEARE.—This course is a continua-

tion of *IIa*. The entire term is devoted to the careful analysis of a selected number of Shakespeare's plays and a study of his development as a dramatist. Other plays are read less critically outside the class. Elective. Three hours a week. Second term.

**IIIa*. NINETEENTH CENTURY PROSE.—During the first half year attention is given to the English prose masters of the nineteenth century, and a more or less critical examination of some of their works. Lectures, readings in class, outside readings and reports. Elective. Three hours a week.

**IIIb*. NINETEENTH CENTURY POETRY.—The second half year is devoted to the careful study of some of the principles of literary criticism and their application to the works of the nineteenth century poets. Lectures, readings in class, outside readings and reports. Elective. Three hours a week.

IVa. AMERICAN LITERATURE.—The purpose of this course is to give the student a general survey of American Literature from 1607 to the present day, with a more or less intensive study of the representative writers of each period. Lectures, recitations, outside readings and reports. Elective. Three hours a week. First term.

IVb. EIGHTEENTH CENTURY LITERATURE.—This course presents a study of the literary movements in

*Not given in 1914-1915.

the eighteenth century and a critical analysis of selected readings from the representative English poets and prose writers. Lectures, readings in class, outside readings and reports. Elective. Three hours a week. Second term.

V. ADVANCED RHETORIC AND COMPOSITION.—A study of formal rhetoric and composition. Personal conferences and criticisms. Required of all sophomores. Two hours a week throughout the year.

VI. ADVANCED SHAKESPEARE.—This course is a continuation of English IIa and IIb and it covers all the remaining plays of Shakespeare. More time is given here to critical analysis, comparison with the quartos and folios, together with a further study of Shakespeare's development as a dramatist. Open only to those students who have passed courses IIa and IIb and who have been recommended by the instructor. Two hours per week throughout the year.

Students in upper classes who are deficient in English Composition will be required to do special work in that subject.

Biblical Literature

The work in Biblical Literature consists of a survey of Hebrew and Jewish history, with special studies in the prophetic writings during the fall term. The spring term is devoted to the study of the four

Gospels. Four hours a week. One year. Required of all students in their junior or senior year.

History and Economics

I. MEDIAEVAL AND MODERN HISTORY.—In this course the history of Western Europe is studied, outlining the rise of the Papacy, the Crusades, the Renaissance, the Reformation, the French Revolution, and the Development of Modern Europe. Reference work in the Library and reports on special topics form an essential part of the course. Three hours a week. One year. Elective in Political Science Group in freshman year. Required in all other Groups in the sophomore year.

*II. ENGLISH HISTORY.—This is a study of the political, industrial and constitutional development of England from the earliest period to the present time. Special attention will be given the State, the English Church, the Puritan Movement, the Colonial System and the Industrial Revolution. Reference work and reports are required. Three hours a week. One year. Alternates with Course I as an elective in freshman year in Political Science Group and as a requirement of sophomores in all other Groups.

IIIa. CONSTITUTIONAL HISTORY.—This is a study of the formation and development of the United States Government, with a close examination of its

*Not given in 1914-1915.

present form and workings. It is, therefore, a combination of history and advanced civics. A text-book is used, but considerable reference work in the Library is required, the results of which are embodied in themes at regular intervals during the term. The aim is not only to develop a knowledge of the history and workings of the Government, but to stimulate an interest in current political life and its responsibilities. Four hours a week. Fall term. Required in the Political Science Group; elective in junior or senior year in all other Groups.

IIIb. CONSTITUTIONAL HISTORY.—The nature and origin of government will be traced, together with the development of the modern states: England, France, Switzerland and Germany. This is followed by a study of the general form and working of these governments, with emphasis on the legislative, administrative and judicial functions. Reference work on the subject matter of the course and the current political and diplomatic situation in Europe is done in the Library and reports made to the class. Each member of the class is required to make an independent study of some government not treated in the class and write a theme on it. Four hours a week. Spring term. Required in the Political Science Group; elective in junior or senior year in all other Groups.

*IV. AMERICAN HISTORY.—This is a course in ad-

*Not given in 1914-1915.

vanced American History, and deals with origins, movements, and developments rather than mere incidents and facts. A text-book will form the basis of the course, but broad readings, reports, lectures, and discussions will form the major part of the work. The study will extend throughout the year, reciting four hours a week, but will be divided into two parts as follows:

(a) Fall term: 1492-1789—Colonial Period, Revolution and Independence, Formation of the Government and Origin of Parties.

(b) Spring term: 1789-1914—National Development and Expansion, Slavery Controversy, Civil War and Reconstruction, Period Since the War.

Courses *IVa* and *IVb* alternate with *IIIa* and *IIIb*.

V. ECONOMICS.—This is a general introduction to the principles of political economy. Its purpose is to give a general understanding of current American economic problems and of the forces underlying our industrial life, thus preparing students for more advanced study and the duties of citizenship. The course consists of text-book, collateral reference work and a theme by each student based on a study of some practical economic problem. Four hours a week. Fall term. Junior or senior.

VI. ECONOMICS.—This course is a continuation of Economics V. In it a more thorough study is made

of certain phases of political economy, including money and banking, transportation, corporations and the tariff. Four hours a week. Spring term. Junior or senior.

VII. SOCIOLOGY.—This course strives to explain the basis of society, the social institutions, social pathology and the remedies, and social psychology and progress. Collateral readings and the study of some current social problem is required of each member of the class. Three hours a week. Fall term. Senior.

Philosophy

I. PSYCHOLOGY.—A course in general psychology seeking to cover the field of mental facts and processes, supplemented by readings and lectures. Three hours a week. Fall term. Senior.

II. LOGIC.—Careful attention is given in this course to definitions and explanations of the terms, and much practice in processes of reasoning. Two hours a week. Spring term. Senior.

III. ETHICS.—In this course the trend of Christian ethics will be considered historically, and an attempt is made to find a fundamental basis of moral conduct. The work consists of lectures and notes on assigned readings, together with a theme on some phase of ethical study. Four hours a week. Spring term. Senior.

IV. METHODS OF TEACHING—A practical study of the psychology and methods involved in the teaching of the common school subjects. Two hours a week. Spring term. Elective.

Mathematics

Ia. SOLID GEOMETRY.—Three hours. Fall term. Text, Wells' New Plane and Solid Geometry.

Ia. PLANE TRIGONOMETRY.—Two hours. Fall term. Text, Wells' New Plane Trigonometry.

Ib. COLLEGE ALGEBRA.—This course begins with a review of the ground work of elementary algebra, and includes logarithms, undetermined coefficients, the binomial theorem for fractional and negative exponents, permutations and combinations, and a brief introduction to the theory of equations. Five hours. Spring term. Text, Fine's College Algebra.

II. ANALYTIC GEOMETRY AND ADVANCED ALGEBRA.—About half the year is spent on Plane Analytic Geometry; about eight weeks on Space Geometry and the remaining ten weeks on determinants and Spherical Trigonometry. Four hours throughout the year. Text, Smith and Gale's New Analytic Geometry.

III. DIFFERENTIAL AND INTEGRAL CALCULUS.—Prerequisite, Mathematics II. Four hours throughout the year. Text, Townsend and Goodenough's A First Course in Calculus.

IV. DIFFERENTIAL EQUATIONS. — Three hours throughout the year. Text, Cohen's Elementary Differential Equations.

No credit will be given in Courses II, III, and IV for less than a year's work.

V. SURVEYING.—The recitations cover the construction, use and adjustment of the compass, surveyors' and solar transit and level, the use of chains, tapes, rods and other instruments; land surveying computations, including balancing, supplying omissions, finding areas and dividing land; and United States public land surveys. The field work and computations afford practice chiefly in making a traverse and transit and chain, in leveling, in adjustments of transit and level, and in the computations required to balance and map the traverse. Field work, computations and mapping; also stadia and plane table work. Three hours. Spring term. Elective.

VI. DESCRIPTIVE ASTRONOMY.—This course aims to give such information concerning the heavenly bodies and the laws by which they are governed as must be secured by every one who aspires to the possession of a liberal education. The student learns the method of determining the figure, dimensions, distances, motions, physical character, and telescopic appearances of the bodies constituting the solar system, nature of comets, meteors, stars, nebulae.

A small telescope, a solar transit, a student's spectrometer, sextant, clinometer, and sundial enable students to supplement their work with interesting observations as are required. Two hours a week. Spring term. Elective.

Physics

A. An elementary general course including textbook work, individual laboratory measurements, lecture experiments and problem work making use of Algebra and Plane Geometry. This course is intended as an introduction to Physics I and is not equivalent to a half year's work in that course. Required of all Freshmen who do not present Physics for entrance. Four hours. Fall term. Text, Carhart and Chute's *First Principles of Physics*.

I. This course is open to those who have completed Physics A or its equivalent and who have a good working knowledge of Plane Trigonometry. Mechanics, heat, sound, light, electricity and magnetism are studied in detail. In this course at least one period of laboratory work is required each week. Four hours throughout the year. Text, Carhart's *College Physics*.

II. ELECTRICITY AND MAGNETISM.—A lecture and laboratory course in Electricity and Magnetism. In this course special attention will be given to the examination of specimens of iron, plotting hysteresis curves,

measurement of capacity, quantity inductance, electromotive force, etc. Four hours throughout the year.

III. MECHANICS.—Theoretical Mechanics with laboratory work. Two hours throughout the year.

Biology and Geology

I. GENERAL BIOLOGY.—This course is a study of the structure and life-history of typical plants and animals. Special attention is given to physiological processes and to the nature of protoplasm. It is also the object of the course to give the student some knowledge of the laws of life and the philosophy of organization.

II. COMPARATIVE ANATOMY AND EMBRYOLOGY OF VERTEBRATES.—The course consists of (1) the dissection of types of vertebrates; (2) the early development of the frog; (3) the embryology of the chick. Lectures, text-book and laboratory work. Four hours a week. Text-book, Lillie's *The Development of the Chick*.

*III. PLANT MORPHOLOGY.—This course consists of a special study of the morphology of the Pteridophytes and Spermatophytes. Field work on the ecology of seed bearing plants will also be given. Four hours a week. Fall term.

*IV. BACTERIOLOGY AND SANITATION.—This course consists of a study of the methods of isolating and

* Not given in 1914-1915.

cultivating bacteria. Both free-living and parasitic bacteria will be studied. Readings and lectures on sanitation and the conquest of disease will follow the study of bacteriological methods. Four hours a week. Spring term.

Courses III and IV alternate with II.

V. GEOLOGY.—Recitations, laboratory and field work. The common rocks and minerals are studied and identified, their dynamic, structural and historical geology is studied in connection with field trips, stereopticon illustrations and the examination of fossils in the laboratory. Four hours a week.

Chemistry

A. The work covers the ground of an elementary course and is an introduction to Chemistry I. The general principles of the subject are taken up and many of the applications of chemistry to daily life are discussed. The lectures and recitations are accompanied by numerous experimental demonstrations. Required of all Freshmen except those electing Groups AI and AII, and required of those students in their Sophomore year. Lectures, recitations and laboratory work. Four hours. Second half-year.

I. GENERAL CHEMISTRY.—This course consists of a thorough study of the more important elements and their compounds, together with an introduction to

Physical Chemistry. In general, there will be two lectures or recitations and two laboratory periods each week. The laboratory work consists of the preparation and study of the properties of the non-metallic elements and their compounds. The lectures and recitations are accompanied by many experimental demonstrations. Required Sophomore year of all students electing the Chemistry Group and Junior year of all students electing the Physics and Mathematics Group. Four hours the entire year.

II. QUALITATIVE ANALYSIS.—This course is as practical as possible, consisting of a thorough study of the methods for the separation and detection of the bases and acids. Analyses are made of simple salts and minerals. There is at least one lecture or recitation each week. Prerequisite, Chemistry I. Four hours or more by arrangement.

III. QUANTITATIVE ANALYSIS.—Analyses of pure salts are made by the simpler gravimetric and volumetric methods, as well as complete analyses of ores and technical products. Prerequisites, Chemistry I and II. Four hours or more by arrangement.

IV. ORGANIC CHEMISTRY.—This course consists of a study of the principal compounds of carbon and their derivatives. In general, there will be three recitations and two laboratory periods of three hours each per week. This course is required of all students in

the Chemistry Group and will be useful to students of biology and medicine. Five hours. Second half-year.

V. ADVANCED QUANTITATIVE ANALYSIS.—This is a continuation of Course III, and consists of the analysis of water, milk, steel, fertilizers, etc. Hours to be arranged.

VI. CHEMISTRY OF FOOD AND NUTRITION.—This course will comprise a study of the organic and inorganic foodstuffs, the changes which they undergo in body metabolism, the energy value of different foods and their economic value. As far as time will permit, additional topics, such as the Pure Food Law and the manufacture of some of the more important food materials are taken up. Lectures, laboratory work and outside reading. Prerequisite, Chemistry A. Four hours. First half-year.

In all courses in Chemistry, except course IV, one laboratory period consists of two and one-half actual hours.

A breakage fee of 50 cents, which is included in the term fee, is required of all students in the Chemistry Department.

Bookkeeping and Banking

MODERN ILLUSTRATIVE BOOKKEEPING.—A course in practical work with checks, drafts, notes, deposits, discounts as practiced by progressive business houses in Double and Single Entry Systems and Special

Column Journalizing, with balance sheets and business statements. Full set of blank books, commercial papers, college currency and forms are furnished the student for practice in bookkeeping.

When preparing for Banking, students should select Bookkeeping, History, English, Physics, Economics and read "Money, Banking and Finance," "Commercial Law," and "Management of Business Houses."

MODERN ILLUSTRATIVE BANKING AND BANK ACCOUNTING.—This course consists of a detailed account of the organization, management and most approved practice in banking as to actual work of each department and proofs for same, using forms and vouchers and regular bank books for each day's work. Lessons on the Burroughs Adding Machine will supplement this work.

Bookkeeping, Fall Term. Banking, Spring Term.
Certificate granted for completing the course.

The extra charge of \$10.00 per term includes blanks and vouchers. Required in Course AIII, and can be elected in any course.

Department of Music

I. MUSIC APPRECIATION.—Open to all students. One hour through the year.

This course is designed for those who have not and never expect to have any technical proficiency. Its

purpose is to develop intelligence in listening to music and to present those musical topics with which a well informed person should be familiar.

II. FOUNDATION PRINCIPLES.—Open to all students. Two hours through the year.

This course, or its equivalent, is necessary for admission to Practical Course (A) Piano Playing. It assumes that the student knows nothing about music practically or theoretically. It includes methods for learning the keyboard and staff; measure, meter, rhythm, accent; major and minor scales; principles of fingering; of touch; intervals; ear-training; key tonalities; phrasing; keyboard harmony.

III. PRACTICAL COURSES. (A) Piano Playing; (B) Singing; (C) College Chorus. Course A is open to students who have completed Course II or its equivalent. Students accepted in Courses A and B are required to take Courses I (Music Appreciation) and C (College Chorus). Credit toward the B. A. degree will be given in Courses A, B and C, provided the work done is sufficiently advanced in character. Courses A, B and C, two lessons each per week, through the year.

(A) Piano Playing. Emphasis is laid upon the following points: Principles of Practice; Harmony and Harmonic Analysis; Form and Melody Writing; Sight-reading; Varieties of Touch; Ear-training; Interpretation; General Musicianship.

(B) Singing. Emphasis is laid upon training the ear to hear and the speech organs to form well-shaped vowels and distinct consonants; placing the tone to secure purity, resonance and color; principles of interpretation.

(C) College Chorus. Conditions for entering are sufficient talent and knowledge along the lines of voice and instrument to be of value to the organization. Intended to make possible the singing of some vocal masterpiece.

IV. MUSIC EXTENSION. To co-operate in an effort now being made by the North Carolina Music Teachers' Association, to standardize the teaching of music throughout the state, rural teachers are invited to affiliate with our music department with a view of submitting for examination the work of their individual pupils. Information respecting this course will be sent upon request.

NOTE.—The subject of Harmony is treated in Courses II (Foundation Principles) and (A) Piano Playing. The subjects of History of Music and Analysis in Course I (Music Appreciation).

Domestic Science

The department of Domestic Science affords excellent opportunity to young women not only for learning how to do cooking in the best way to secure

wholesome food, but also for the economic management of a household. The department includes classes also in sewing.

Girls pursuing this subject may make it elective one hour each term; that is, credit in Domestic Science may count for work towards completing a course for graduation.

Expression

There is a careful study of phonics, articulation, emphasis, tone color, etc. Physical culture is emphasized, since a healthy body is indispensable to the successful public speaker, whose mind and voice must be clear. Since an appreciation of an author's thought and a clear insight into its arrangement is regarded as the foundation for intelligent public reading, standard selections from literature are carefully analyzed. The ideal we strive to attain is conversational directness. One should speak to an audience as naturally as one talks in private conversation. Affectation and mechanical imitation are disparaged. The student is encouraged to fill his words with thoughts of his own and to fix the attention of the audience upon his subject rather than upon himself.

A short time is given also to the study of parliamentary law. Elective. Three hours per week throughout the year.

THE PREPARATORY SCHOOL

A course of training for students who come to us unprepared for college classes has been arranged and embraces the following subjects:

FALL TERM		SPRING TERM	
English A	5	English A	5
English B	4	English B	4
English C	4	English C	4
Primary Latin	5	Primary Latin	5
Caesar	5	Caesar	5
Cicero	5	Virgil	5
Algebra A	5	Algebra A	5
Algebra B	5	Algebra B	5
Plane Geometry	5	Plane Geometry	5
Ancient History	4	Ancient History	4
Physiology	4	Physiography	4
Bookkeeping (Elective) ..	3	Bible	1
Bible	1		

English

A. The work in English for the first year in the preparatory course consists of grammar, composition, and literature. Masterpieces in literature are carefully studied and made to serve as topics for drill in composition. Short selections are memorized. Outside reading is also required.

B. Pupils are required in the second year preparatory to study technical English grammar, Elementary Rhetoric, masterpieces in English and American Literature, and composition. Memory work and outside reading are both required.

C. The third year in English prepares for entrance to the freshman class in College. For the year 1914-1915 the following will be required:

FOR STUDY.—Shakespeare's *Macbeth*; Milton's *L'Allegro*, *Il Penseroso*, *Comus*, *Lycidas*, and some of his *Sonnets*; Scott's *Lady of the Lake*; Arnold's *Sohrab and Rustum*; Carlyle's *Essay on Burns*.

FOR READING.—(Two must be selected from each group.)

I. *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, *Daniel*, *Ruth*, *Esther*; Homer's *Iliad*; Virgil's *Æneid*.

II. *Merchant of Venice*; *As You Like It*; *Twelfth Night*; *Henry V*; *Julius Cæsar*; *Midsummer Night's Dream*.

III. *Robinson Crusoe*; *Vicar of Wakefield*; *Ivanhoe*; *House of Seven Gables*; *David Copperfield*; *Silas Marner*; *Treasure Island*; *Cranford*.

IV. *Pilgrim's Progress*; *Franklin's Autobiography*; *Parkman's Oregon Trail*; *Stevenson's Inland Voyage and Travels with a Donkey*; *Sir Roger de*

Coverley Papers; Macaulay's Essay on Warren Hastings; Irving's Sketch Book.

V. Gray's Elegy and Goldsmith's Deserted Village; Coleridge's Ancient Mariner and Lowell's Vision of Sir Launfal; Scott's Lay of the Last Minstrel; all of Wordsworth, Shelley, and Keats in Palgrave's Golden Treasury; Longfellow's Miles Standish and Whittier's Snowbound; Tennyson's Gareth and Lynette, Lancelot and Elaine, and Passing of Arthur; Byron's Childe Harold, Canto IV, and Prisoner of Chillon.

Latin

Three years in Latin are given in the Preparatory School.

I. PRIMARY LATIN.—This is a five-hour course throughout the first year and embraces all the essentials preparatory to a study of higher Latin.

II. CAESAR'S GALLIC WAR AND LATIN COMPOSITION.—This course extends through the second year; embracing four books, I-IV. Composition weekly. An effort is made to develop a ready reading knowledge of Latin. Attention is given to pronunciation, word-forms, case-syntax, moods, tenses, and indirect discourse. Military matters and the geography of the texts are emphasized. Five hours a week.

III. CICERO AND COMPOSITION.—This course em-

braces the four Orations against Catiline. Composition weekly. Thorough grounding in prose construction is aimed at on the linguistic side. Oratorical style, historical and biographical setting are considered.

IV. VIRGIL AND COMPOSITION.—This course embraces four books of Virgil. Composition weekly. Thorough drill in syntax, poetic peculiarities, and prosody are aimed at.

Science

PHYSIOLOGY.—Physiology is required of preparatory students, or those who enter college conditioned on the subject.

Four recitations a week are given throughout the fall term of the second year of the preparatory course. Besides a general outline of human anatomy, the course deals with the study of the properties, uses and actions of the various parts of the body. The influence of narcotics and alcoholic stimulants upon the various organs is carefully explained. The subject is made interesting and attractive by laboratory experiments, microscopic slides, anatomical models, charts and projections.

PHYSIOGRAPHY.—An elementary course for preparatory students. Recites four times per week. Besides the text-book work, the class makes a special study of weather conditions, the weathering of rocks, and the development of drainage systems.

History

One year of history is required of all preparatory students. This is a course in Ancient History, including Oriental, Greek and Roman.

Mathematics

ALGEBRA A.—This is a course for beginners and includes the four fundamental operations of algebra, factoring, highest common factor and lowest common multiple, fractions, simple equations, simultaneous simple equations. Five hours throughout the year. Text, Durell and Robins' School Algebra Complete.

ALGEBRA B.—Involution and evolution, exponents, radicals, quadratic equations, equations in the quadratic form, ratio and proportion, variation, and progressions. Five hours throughout the year. Text, Durell and Robins' School Algebra Complete.

PLANE GEOMETRY.—Prerequisite, Algebra A and B. Five books and numerous original exercises taken from other sources. Five hours throughout the year. Text, Wells' New Plane and Solid Geometry.

The Museum

The Cabinet of Natural History Specimens is one of the most interesting features of the institution. The collection has been formed more especially with reference to giving assistance in class room work than to making a display of peculiar relics. It is a working cabinet rather than a collection of curiosities. We find it indispensable as a means of furnishing examples and illustrations for the various branches of natural history.

Among the most valuable specimens may be mentioned:

The collection of minerals containing more than two hundred varieties.

Specimens of limestone, including stalactites, stalagmites, and other formations from the Mammoth, Luray, and Wyandot Caves.

A number of rocks, representing igneous, metamorphic, stratified, and glaciated specimens.

A collection of fossils, numbering several hundred, giving a good idea of both animal and vegetable life in the Paleozoic, Mesozoic, and Cenozoic eras.

Volcanic Specimens.—The best of which are from the Sandwich Islands and Mount Vesuvius.

Corals.—More than one hundred specimens from the islands of the Pacific, and Florida.

Shells.—Comprising more than one hundred and fifty land and water species.

Marine Animals.—Consisting of fishes, star-fishes, sea urchins, crabs, etc.

Archaeological Specimens.—More than one thousand in number.

A collection of casts of prehistoric implements, numbering over one hundred specimens, a donation from the Smithsonian Institute. The collection illustrates the development of man through the stone, polished stone, and bronze ages.

Mounted Animals.—One hundred and seventy-five mounted birds and animals. Among them are eleven species of hawks and owls, thirteen species of wild duck taken in North Carolina, a pair of wild turkeys, a buffalo head, a large beaver, a wild cat, two minks, an alligator, and other animals. Also one hundred skins of birds and mammals used in class work.

In collecting for the cabinet great care has been taken to obtain such specimens as will aid in the study of zoology and kindred subjects.

Our cabinet contains more than two hundred varieties of birds' eggs, numbering over 1,200 individuals. This collection includes not only the eggs of our North American birds, but the most prominent orders of South America, Europe, Asia, and Africa. The eggs of the guillimots from the Faroe Islands, and the gulls and auks of Labrador and Iceland are perhaps the most rare. There are also eggs of more than thirty specimens of raptores from the United States, Canada, Mexico, Europe, and Asia.

The ostrich eggs from Africa and the penguin from South America are among the most valuable.

We would take this occasion to request any friends of the College, who have material to spare for a cabinet, to donate or deposit it. In either case they will be duly credited, and the specimens will be well cared for and freely used in different departments.

College Organizations

The Henry Clay and Websterian are composed of young men, and the Philomathean and the Zatasian of the young women.

LITERARY SOCIETIES These societies afford an opportunity for the development of the power of extemporaneous speaking, for training in parliamentary rules, and general culture. The efforts which have been made for improvement during the year are worthy of praise.

While under the control of the denomination of Friends, Guilford College is non-sectarian. In accordance with the purpose of the founders, the religious life of the institution has ever been fostered with earnest solicitude, and its religious influence has been positive and in harmony with evangelical Christianity.

RELIGIOUS PURPOSE

Aside from Christian character, no amount of intellectual training can prepare young men and women for usefulness in life. The College, therefore, regards

it of the utmost importance that a positive, healthy, religious life be maintained.

Each school day is entered upon with devotional exercises, in which, by reading from the Bible or other suitable works, or by brief talks and such other exercises as seem most appropriate, special effort is made to promote holiness of life.

All students are required to attend the regular meetings for worship held once a week. Prayer meetings are held each week.

The Young Men's Christian Association, and also the Young Women's, have a large active membership, and exercise a strong and wholesome religious influence. These associations conduct Bible classes, missionary study classes and hold religious meetings; all of which are helpful in maintaining an active religious interest throughout the student body.

The Joseph Moore Science Club was organized a few years ago to offer opportunity to students and members of the faculty who wish to do special work in science. Meetings are held every two weeks, at which lectures are given or discussions held on important phases of modern science.

For the purpose of stimulating interest in literary matters outside the curriculum proper, there is an organization known as the Guilford College Literary Club, which meets every second week during the school year. The meetings are informal, and are participated in by both students and members of the faculty.

The Biblical Seminar is an organization of young men, who hold bi-weekly meetings and devote themselves to discussion of topics relating to the work of the Christian ministry.

The Athletic Association is an organization whose purpose is to have oversight of the athletic interests of the College, embracing all the forms of physical culture maintained at the College, as baseball, basket-ball, lawn tennis, and track athletics.

The Alumni Association is organized with the following officers: President, Jos. D. Cox, '04; Vice-President, Eugene J. Coltrane, '07; Secretary, Margaret Davis, '09; Treasurer, A. A. Dixon, '09; Registrar, Julia S. White, '91.

The purpose is to extend aid to the College in various ways.

A loan fund has been created by the Association for assisting students.

The Association has committees on Athletics, the Campus, Literary Productions, all of which, with the Executive Committee, are engaged throughout the year. The President's address each year at the meeting held in commencement week, as well as the annual oration, has often served to awaken a more general interest in the affairs of the College. The Association publishes the August Bulletin, in which reports of the year's proceedings can be found.

Scholarships

Bryn Mawr College offers yearly to the young woman
of the graduating class making the
BRYN highest average grade a scholarship
MAWR of the value of four hundred dollars.

The candidate is selected on the ground of excellence in scholarship, and must have been a student at Guilford at least two years.

Haverford College offers annually to the young man
of the graduating class making the
HAVERFORD highest average grade a scholarship
of three hundred dollars. No one will be considered eligible as a candidate who has not been a student at Guilford College at least two years.

The Class of 1904, in memory of their esteemed member, Marvin Hardin, whose beautiful life amongst us was brought to a close in October, 1907, have endowed an annual tuition scholarship; the same to be awarded to the sophomore making the best average in the sophomore studies, said amount to be available in the spring of the senior year, and only upon the condition that the student winning the money remain at Guilford during the junior and senior years.

Prizes

The four literary societies, the Websterian, the Henry Clay, the Philomathean, and the Zetasian, each award two prizes every year—an orator's prize and a prize for improvement. These incentives to improvement in debate and composition serve a good purpose in promoting the literary interests of the membership.

The Class of 1905 have established a prize to be awarded each year to the member of the freshman class who delivers the best declamation at a contest held near the close of the year.

A prize of ten (\$10.00) dollars, open to all undergraduates and graduates, is offered annually for the best paper, oration or lecture on "College Patriotism and the Means of Securing It."

The prize will be awarded at each commencement. Competitors are urged to discuss the subject on the basis of facts and to avoid mere theories.

No production will be considered in competition for this prize which contains less than fourteen (1,400) hundred words and which does not give evidence of a study of conditions as they exist in Guilford College.

The committee of award shall consist of the Professors of English and History and a third member to be selected by the President of the College.

Honors

Members of the freshman and of the sophomore classes, pursuing a regular amount of work, whose grades do not fall below 90 per cent. in any subject, shall be entitled to "Honors".

Members of the junior class who receive an average grade of 95 per cent. in their major work and do not receive a grade below 90 per cent. in any subject, shall be entitled to "Special Honors".

Those members of the senior class who have received "Special Honors" in their junior year, and whose average grade in the senior year does not fall below 95 per cent., shall be entitled to "Highest Honors".

No honors shall be bestowed upon a student whose deportment is unsatisfactory.

Journal

In addition to the regular literary work the societies of the College have for the past twenty-five years sustained the "GUILFORD COLLEGIAN", a journal that occupies a creditable position among college publications.

THE COLLEGIAN gives its readers some insight into the student life at the College. It is also a means of developing a taste for literary work and facility in composition on the part of those engaged in its editing.

EXPENSES

The statement below embraces the entire necessary cost of attendance at Guilford College, except for books and stationery. No attempt is made to make a student's expenses appear less than they will actually be.

College Department

Board, tuition and laundry, each term\$104.50

Payable in advance as follows:

September 8th	\$55.00
November 7th	49.50
January 23rd	55.00
March 27th	49.50

Preparatory Department

Board, tuition and laundry, each term\$ 99.50

Payable in advance as follows:

September 8th	\$53.00
November 7th	46.50
January 23rd	53.00
March 27th	46.50

These figures, \$209.00 or \$199.00 for a year, cover all charges for comfortably furnished rooms in Archdale Hall, Y. M. C. A., or on the third floor of Found-

ers Hall, two students in a room, single spring beds, one 16 c. p. electric light, fuel, board, laundry, bath, use of nursery in case of sickness, and tuition in all regular courses. In case of protracted sickness a charge will be made for medical treatment.

Tuition per Term

In College Department, first payment	\$17.50
In College Department, second payment	15.00
In Preparatory Department, first payment ...	15.00
In Preparatory Department, second payment ..	12.50

Extra Charges per Term

Room rent on second floor Founders, extra for each student	\$ 5.00
Room rent in Cox Hall, extra for each student	8.00
Chemistry A or VI	3.00
Chemistry I or IV	5.50
Other Courses in Chemistry	7.50
Biology	2.50
Astronomy	1.00
Surveying	1.00
Physiology .....	.50
Physics A	3.00
Other Courses in Physics	5.00
Bookkeeping or Banking	10.00
Domestic Science—Sewing	5.00
Domestic Science—Cooking	5.00
Expression	3.00

Persons rooming alone are charged extra.

All extra charges and fees are due in the first payment of each term.

Meals to the sick in rooms, except in nursery, will be charged extra.

A graduation fee of \$5.00 is charged at the close of the college course.

Students who have their laundry done at home and who are absent from the College each week from Friday evening to Monday morning are allowed \$10.00 reduction each term.

No reduction will be made for absence for the first two weeks at the beginning or for the last two weeks at the close of a term.

Charges for Music

Course I, Music Appreciation. In class, per term\$ 2.50

Course II, Foundation Principles. Two lessons a week, per term 20.00

Course III, (A) Piano Playing, two lessons a week, per term 20.00

(B) Singing, two lessons a week, per term 20.00

Piano Playing or Singing, one lesson a week .. 12.50

(C) College Chorus (charge for sheet music only).

Use of piano for practice, one period daily, per term	2.50
Each additional period, per term	2.00
Certificate for graduation in music	2.00

Club Rates for Board

To meet the demands for cheaper living, arrangement has been made by which young men can furnish their own provisions and board at cost. A dining hall has been prepared for this purpose. The rooms in cottages are furnished with stoves, bedsteads, mattresses, chairs, tables, and electric lights. The charge of \$15.00 per term for each student covers room rent and wages of a cook in charge of dining-room and kitchen, and wood sawed right length for stove, electric lights and use of bath. The club must meet expense of splitting wood and bringing in wood and water for cook room, and each boy must keep his room swept. Provisions may be brought from home and their market value received in credit.

Under this plan of boarding, expense for board need not exceed cost for each student. Students who avail themselves of this system live well, and have the same advantages and are under the same regulations as those who board in the College.

If young men wish to board in the club and room in Archdale Hall or in the Y. M. C. A. Hall, the

charge for room rent, laundry and cooking will be \$24.50 per term for each student.

Girls may enter New Garden Hall on the following terms: Each girl agrees to perform cheerfully and satisfactorily her allotted part of the household duties, to pay to the Treasurer of the College \$12.00 per term room rent and to the Matron of New Garden Hall cost monthly, in advance, for board. Board may be paid in provisions at market prices or in money.

Payment of Bills

Payment of all bills for each term must be made in advance.

Students, when they enter at mid-term, will be charged from the time of entering until the close of the term, except by special arrangement. In case a student is absent from College on account of protracted sickness of ten days or more a pro rata part of the money paid will be refunded on presentation of a physician's certificate that he is not able to return. If a student should leave the institution for any other cause or be expelled or suspended, he will forfeit the money advanced.

All communications relating to financial matters should be addressed to the Treasurer, George W. White.

MISCELLANEOUS

Within twenty-four hours after arrival at the College all students are required to procure a registration card and meet the Treasurer and make satisfactory arrangement for the settlement of bills.

At the beginning of the term, students are expected to observe all the regulations of the College from the time of their arrival. Before taking meals in the dining-room they must enroll their names upon the register in the Treasurer's office. A strict observance of this regulation is expected.

Students who prefer to do so may board and lodge elsewhere than in the college buildings, at such places as are satisfactory to the faculty, and under such regulations and restrictions as may be prescribed.

Students engaging rooms at the beginning of any term are not at liberty to withdraw to any other boarding place during that term.

The privilege of the bath-rooms is not open to students who do not board in the College.

The fact that students board outside the College gives them no exemption from attendance upon study hours, morning collection, meetings for worship, Scripture classes, or lectures.

If any student wishes to have an open account for books, it is requested that a deposit of five dollars be

made to his or her credit in the book and stationery department. A full statement of purchase can be secured at any time and balance due remitted to Mary E. W. White, who has charge of this department. The book store is open Monday, Wednesday, and Friday of each week, 8:00 to 9:00 a. m., and 1:00 to 2:00 p. m.

Boarders furnish the white linen and all covering for their beds, also their own soap, towels, and table napkins.

Great care in all the household arrangements is taken by the Matron for the accommodation and comfort of the students.

Each boarding student is allowed three meals each term free for his visiting friends.

Every student entering the College thereby pledges himself to obey faithfully its laws and regulations.

Special care should be taken to comply with the requirement that all articles of apparel be plainly marked with the name of the owner in full in indelible ink.

No student can have more than a reasonable amount of washing done without extra charge.

It is desirable that all students should be provided with overshoes and umbrellas.

Students upon arrival are expected to report at the President's office. For classification they will consult the Dean.

Rooms in the dormitories will be under the careful

daily inspection and supervision of the Matron of the College.

Each occupant is held responsible for the condition of his room, and is required to keep it in decent order.

Occupants are held responsible for disorders occurring in or issuing from a room, and any misappropriation, damage, or defacement of furniture or buildings, beyond necessary wear and tear, will be paid out of the Athletic Association Contingent Fund, unless settled by the person doing the damage as required.

Students are met at Guilford College station, on railroad leading from Greensboro to Winston-Salem, at the opening of each term, and conveyed to the College. For conveyance to and from the station, a moderate charge will be made to students, teachers, or visitors.

In order to secure safe and prompt delivery, express packages or postoffice money orders for students should be sent in care of Guilford College.

Telegraph and express offices are established at Guilford College railroad station.

The College has telephone connection with Greensboro and other points on the long distance line.

All students sustain a great loss who are not present at the opening of the term.

Applications for leave of absence, or for removal from College, should be made by the parent or guardian directly to the President. Parents who consult

the highest interest of their children will not call them out of school without some urgent reason.

While the management of the College will cordially provide for and encourage every kind of physical training, intercollegiate contests when permitted will be subject to such rules and regulations as the Advisory Board of Athletics may provide.

Discipline

It is taken for granted that any student who enters the institution does so for the purpose of persistent work, and that he will render due respect to the regulations, all of which are designed to promote the general welfare of the College, and to give to each member thereof full opportunity to use the many advantages for study here offered.

Students are put upon their honor, and great pains taken to maintain with all a friendly and helpful relation. The co-operation of all is sought.

If a student shows little or no inclination to study, or fails to co-operate with the faculty in maintaining good order, or engages in practices which are harmful in their influence over others, or to the reputation of the College, his parents or guardian will be informed of the facts and unless amendment be promptly made, he will be dismissed, or his parents requested to withdraw him.

The reading of pernicious literature, the use of intoxicating drinks, habitual indulgence in profane

language, carrying pistols or other dangerous weapons, would be considered grave offenses, and treated accordingly. Gunning is not allowed.

The effect of tobacco on the minds and bodies of the young is so injurious that the College desires to take all proper means to discourage its use, and will not allow it on the grounds or around the buildings. If any students persist in using it elsewhere, their standing will thereby be lowered and so entered on their records.

Donations and Bequests

Any friends of Guilford College who wish to make donations for Special or General Endowment or to leave any bequest to the Trustees of Guilford College, are invited to correspond with President Hobbs.

FORMS OF BEQUESTS

I give and bequeath to the Trustees of Guilford College, Guilford County, North Carolina, the sum of dollars, to be applied at the discretion of its trustees for the general purposes of said College.

I give and bequeath to the Trustees of Guilford College, Guilford County, North Carolina, the sum of dollars, to be safely invested by the trustees of said College and called the Scholarship Fund. The interest on this fund shall

be applied, at the discretion of the trustees of said College, to the aid of deserving students.

I give and bequeath to the Trustees of Guilford College, Guilford County, North Carolina, the sum of dollars, to be safely invested by the trustees of said College as an endowment for the support of a Professorship for in said College.

Guilford College Bulletin

EDITORS:
THE PRESIDENT AND COMMITTEE OF THE FACULTY

CAMPUS AND EQUIPMENT
JULY, 1914

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

Entered at Guilford College, N. C., as second-class matter, under act of
Congress of July 16, 1894.

GUILFORD COLLEGE

THE equipment of Guilford College is designed for the work of about three hundred to three hundred and fifty students. The institution has no desire to expand beyond this in numbers, but rather to improve the quality of the scholarship and life of those entrusted to its care. It is the abiding faith of those in charge of Guilford College that the comparatively small institution has an increasingly important place in the education of young people.

With the improvement in our high school system, students are getting ready for college at an earlier age than formerly. This means that they are lacking more and more in that maturity and fixity of purpose which are so much needed when they leave home and are thrown into the confusion of good and evil from which they must choose in life.

The large college and university pay dearly for the glory of large numbers of undergraduates in that they lose that intimate touch with and friendly oversight of their students in the most critically formative period of life. In the professional, graduate or specialized study, the university with its thousands is unquestionably superior. There the student in his maturity knows what he wants and his success can come only with the ability to get things for himself with the least direction possible. The necessary thing in this period is abundance and richness of material and completeness of equipment which the large plant and great endowment of the university alone can offer him.

College or undergraduate work is quite different, however. The student faces here the problem of foundation building, habit formation and self-analysis. He gets the much-needed breath of knowledge which shall make him the truly cultured man or woman; and in the process of obtaining this broad view of life, he is able to choose wisely the vocation which he can follow with best advantage to himself and his fellowman. The nature of this period must convince anyone who gives it careful consideration that this undergraduate student needs most the ready opportunity to reach his teachers for consultation and advice in his studies and problems of life. He needs, too, to be held to strict account for thorough and accurate work. This can be secured only by the close supervision and frequent testings which the small classes in the small college make possible. If it is a question of being "lost" in his studies, his teacher is close at hand and available to help him find his way

out. If it is a question of struggle with temptation and moral danger, his teacher has the close and friendly touch, made possible by life in the small group, which opens the way for kind advice and strengthening encouragement. If it is a question of despondency or lack of aspiration, the teacher in the small group detects it and is close enough to sympathize and inspire. Thus the small college answers in a peculiar way the demands of the undergraduate student who seeks four years of broad and thorough preparation for professional study and work.

Guilford College is seeking to realize this ideal of the small college which makes no pretense at mixing undergraduate and university work, but rather adheres strictly to well organized college courses well done. A part of the physical equipment used in achieving this purpose is contained in this bulletin. The campus has a bracing background of 300 acres of fertile farm land, rolling hills, meadows and woods. Other agencies available to the students of Guilford College are:

Four literary societies with their weekly meetings for debate and forensic endeavor.

Young Men's and Young Women's Christian Associations for wholesome religious and moral development.

Science Club. An organization for those who are especially interested in science and who wish to discuss matters of current scientific interest.

Literary Club. Composed of members of the faculty who desire to maintain occasional study of literature and those students who show proficiency in English.

Dramatic Club, which is organized under the supervision of the English Department for the study and public presentation of some masterpiece in drama.

Glee Club. Composed of those who, although they may not be taking music, desire to improve themselves in chorus singing.

Athletic Association gives encouragement to all kinds of wholesome sports, including baseball, tennis, basket ball, track work and soccer.

Guilford Collegian. A monthly magazine edited by the students. Any one of journalistic talent has a fine opportunity for practice and development by preparing material for its pages.

Biblical Seminar is a group of young men who study problems of practical religious interest, such as the Sunday school, the needs of the country church, slums, etc.



NEW GARDEN HALL



FOUNDERS HALL



ARENDALE HALL



MEMORIAL HALL



COX HALL



CAMPUS SCENE



Winter Campus
Scenes
1914



Historic Views
near
Guilford
College

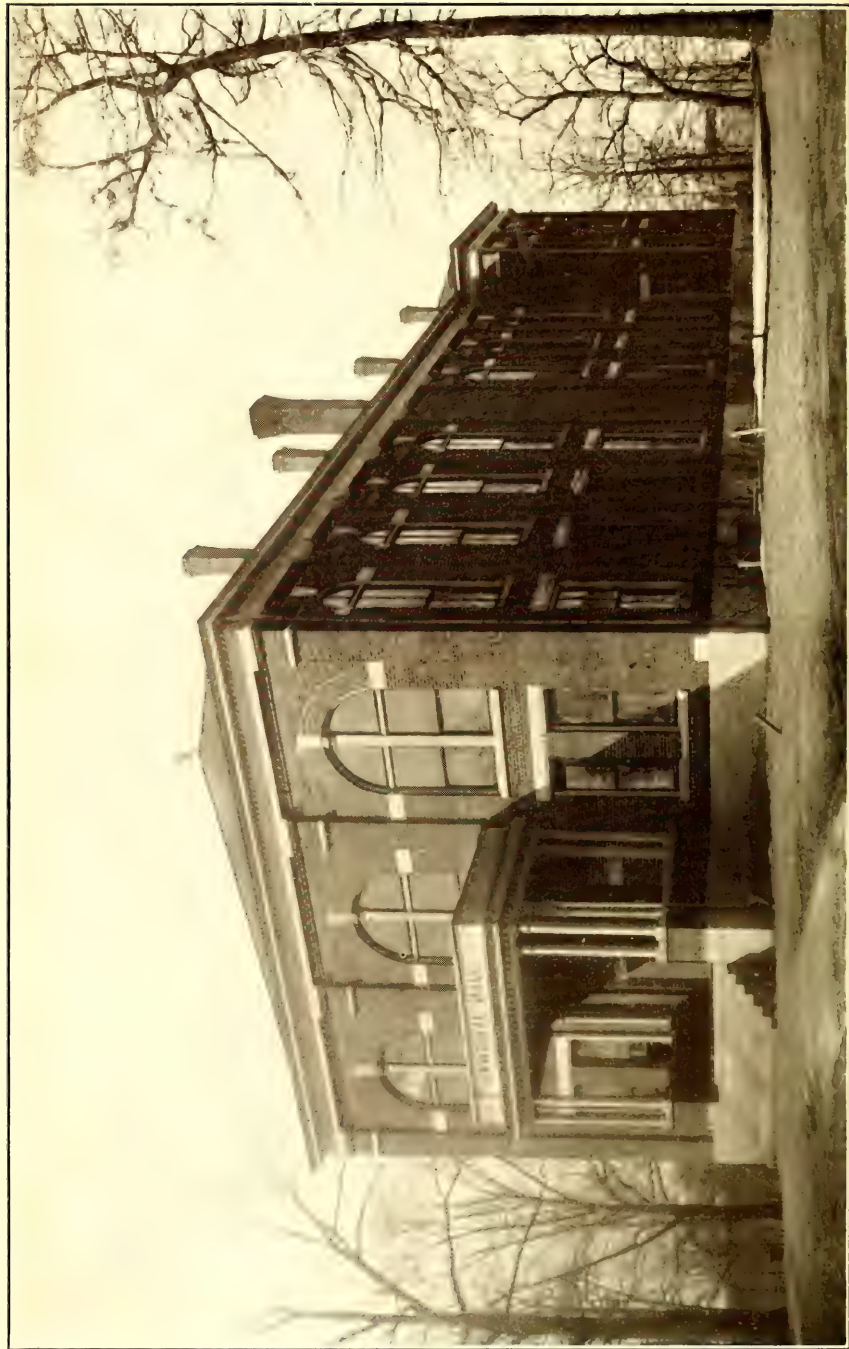




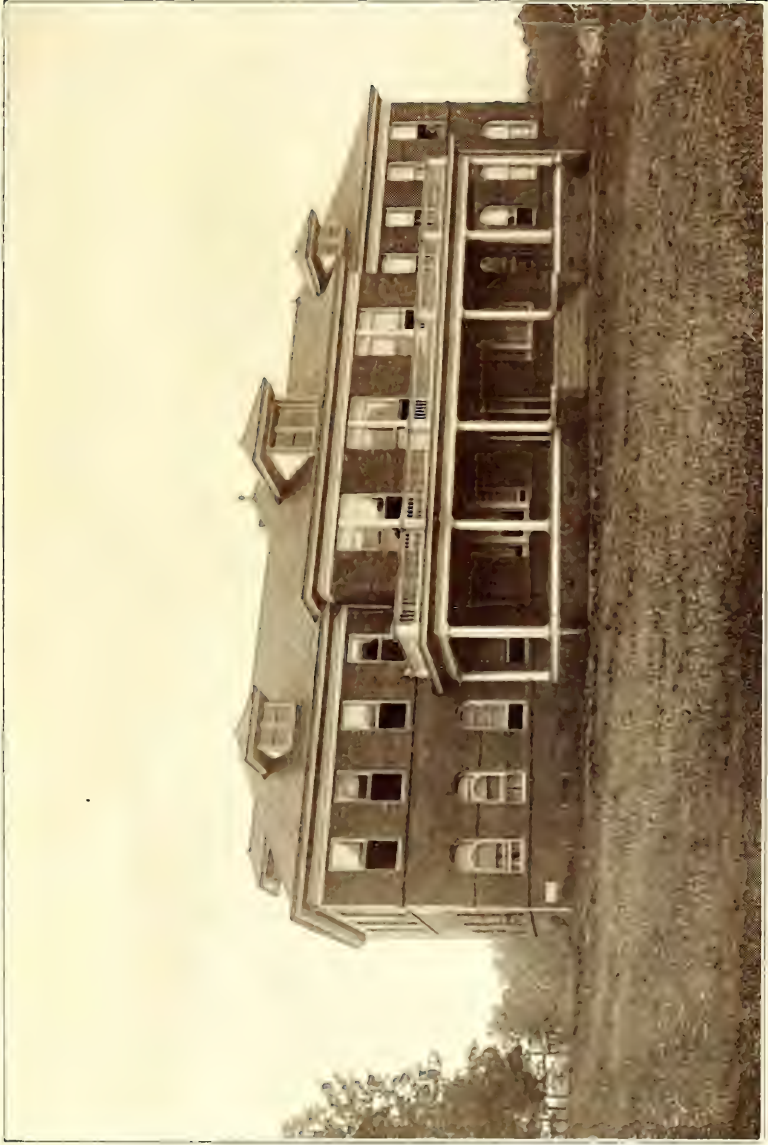
CAMPUS VIEWS
AND
A DOMESTIC SCIENCE CLASS



KING HALL
CAMPUS VIEW



MEMORIAL HALL



NEW GARDEN HALL.



FOUNDERS HALL.



MEETING HOUSE



ARCHDALE HALL



Y. M. C. A.



RESIDENCE OF PRESIDENT HOBBS



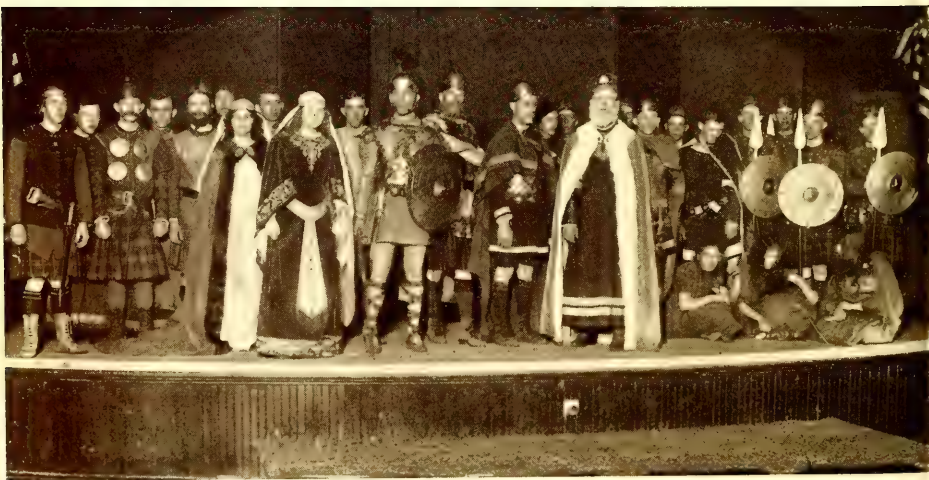
LIBRARY



CAMPUS SCENE



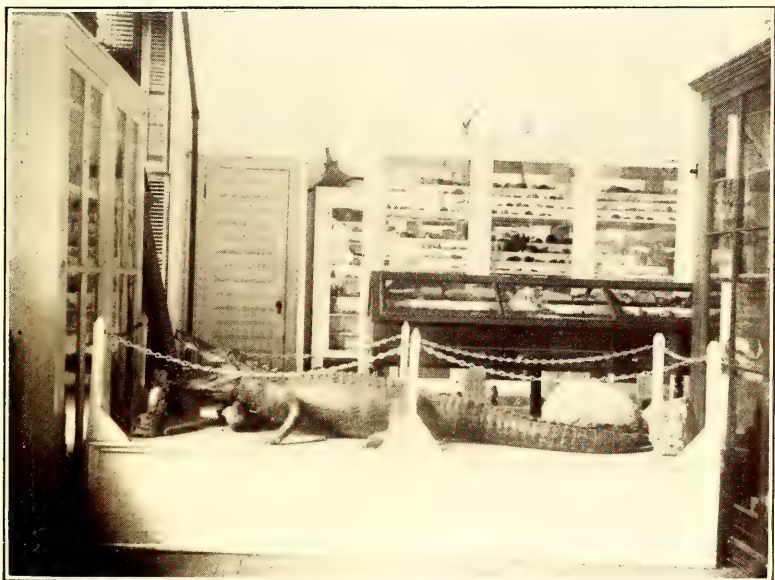
CAMPUS VIEW



CASTE OF "MACBETH"
PRESENTED BY DRAMATIC CLUB



MUSEUM VIEWS





AUDITORIUM

WORTH PROPERTY

GUILFORD COLLEGE
ATHLETIC FIELD
AREA 2.8 ACRES

TOTAL DISTANCE ALONG
INSIDE OF TRACK 1323.2 FT
 $\frac{1}{4}$ MILE + 3.2 FT.

20'

100 YDS.

125 YDS.

Y.M.C.A. BLDG.

**JOS. J. STONE & CO., PRINTERS AND BINDERS
GREENSBORO, N. C.**

GUILFORD COLLEGE BULLETIN

EDITORS:
THE PRESIDENT AND A COMMITTEE OF THE FACULTY

ALUMNI NUMBER
1913-1914

PUBLISHED QUARTERLY BY GUILFORD COLLEGE,
GUILFORD COLLEGE, N. C.

Officers and Committees of the Alumni Association for 1914-'15

President	Henry A. White, '94
Vice-President	John B. Woosley, '12
Secretary	Margaret Davis, '09
Treasurer	Alfred A. Dixon, '09
Registrar	Julia S. White, '91

EXECUTIVE COMMITTEE

D. Ralph Parker, Chairman, term expires 1915; Henry W. Smith, term expires 1915; Virginia Ragsdale, term expires 1916; Mary Mendenhall, term expires 1916; Jos. D. Cox, term expires 1917; Paul S. Nunn, term expires 1917.

TRUSTEES OF LOAN FUND

The Treasurer, ex-officio; David White, term expires 1915; W. Penn Henley, term expires 1916; A. Wilson Hobbs, term expires 1917.

LITERARY COMMITTEE

Bryant Smith, Chairman; Alice W. Mendenhall, Mary E. M. Davis, Flora W. White, Ernest P. Dixon

ATHLETIC COMMITTEE

N. Rush Hodgkin, Chairman; E. G. Shore, Henry A. Doak, W. C. Idol, Arthur Lyon

CAMPUS COMMITTEE

A. Wilson Hobbs, Chairman; Alice W. Lindley, A. A. Dixon, Alfred B. Finch, Herbert C. Petty

RECEPTION COMMITTEE

John B. Woosley, Chairman; Hazel Harmon, Mary E. M. White, Annabella King, Marguerite C. Kerner

CHRISTIAN WORK COMMITTEE

Clara I. Cox, Chairman; David Henley, Eula Dixon, F. Walter Grabbs, Eugene J. Coltrane

PUBLICITY COMMITTEE

J. Gurney Briggs, Chairman; Clement O. Meredith, Clifford C. Frazier, Oscar V. Woosley, L. Lee White, Fletcher Bulla, H. Sinclair Williams, James Anderson, Geo. W. Wilson, Florina W. John, Julian E. White.

Guilford College Bulletin

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

VOLUME VII

EIGHTH MONTH, 1914

No. 2

ALUMNI NUMBER

JOHN VAN LINDLEY

It has been said that the name of John Van Lindley "is identified with every undertaking that conduces in any way to the growth in prosperity and in the material and intellectual advancement of the community in which he lives." Many of us know him only through his fruits and flowers, but were we fortunate enough to know him better we would find that that is only one of his many interests. His name is connected with many of the prominent business concerns in and around Greensboro, as well as with nearly all movements for public welfare.

It was in the nurseries of his father that Mr. Lindley gained his first interest in plant life, and here, through practice and close observation, he laid the foundation for a successful career in this line of work.

Having traveled much as a young man, he decided that North Carolina was the best place in which a poor man might make his home and future. Therefore, in 1877, "he began business as sole proprietor of the Pomona Nurseries without other capital than the stock of good credit which comes from a long continued course of care, promptness and honorable dealing". Now that business contains not only the Pomona Nurseries of several hundred acres, but also extensive orchards at Kernersville and Southern Pines.

For more than twenty years Mr. Lindley has been a member of the Board of Trustees of Guilford College and has given

much financial aid to the endowment. The public schools of the county have also been helped through his liberal donations. Soon after he moved to Pomona, before the educational awakening of the county, he built a good house on his land which was used during the week for public day school and on Sunday for Bible school and regular church services for the benefit of his community.

He has shown an equal zeal in the promotion of good roads in the county.

But perhaps his greatest benevolences will remain unknown until the recipients of his benefactions shall proclaim them. Not a few young men have gone to college through his encouragement and help. His home, through the hearty co-operation of his wife, has been the training school of boys that otherwise could never have known the true meaning of the word—boys who are now honorable business men. The flower which one may always see on his coat indicates his love for his work and for humanity.

MAY MEETING OF THE ALUMNI ASSOCIATION

The Alumni Association of Guilford College met in King Hall June 1, at 8 p. m.

The house was called to order by President Cox, followed by the roll call by classes. Forty-two responded.

The following reports were then read and accepted:

REPORT OF THE PRESIDENT

To Guilford College Alumni Association:

On referring to the minutes of the last annual meeting of the Association you will find the only duty assigned to me, as President, was the appointment of a committee to confer with the Campus Committee in regard to the erection of a suitable entrance to the College Campus. On investigation I found this work already arranged for by the class of 1909. It was, therefore, unnecessary to make any further effort in this matter.

Thinking, however, that the Association would be interested this year in some other similar work for the benefit of the College, we have endeavored, in co-operation with the Executive Committee, to suggest some lines of work which we as an Association or as individual classes might undertake. These will all be brought to your attention in the report of the Executive Committee. I hope that it will be helpful in getting the Association lined up in a definite and well-directed effort to be of more service to our Alma Mater.

Jos. D. Cox, '04, President.

REPORT OF TREASURER, 1913-1914

1913

RECEIPTS

June 1, Balance on hand\$180.62

1914

Jan. 1, Interest on deposits 3.41

June 1, Received fees to date (102)	204.00
March 11, Received of Ernest Lewis, donation to Loan Fund	10.00
March 17, Received payment on student loan	45.00
May 30, Received payment on student loan	45.00
June 1, Received payment on student loan	13.50
Total receipts	<u>\$501.53</u>

1913

EXPENDITURES

Aug. 29, Paid Jos. J. Stone & Co., for printing Bulletin \$	42.50
Nov. 1, Paid loans to students	180.00
Dec. 12, Paid J. Van Lindley, for flowers	4.00
1914	
March 30, Paid for envelopes and stamps	5.78
April 5, Paid Registrar for postage	1.80
May 12, Paid Mr. Craig, for printing	7.00
June 1, Paid J. D. Cox, expense of circular letter	4.85
June 1, Paid Wm. Webster, Mgr., for 100 Collegian fees at 60c	60.00
June 1, Paid W. R. Futrell, Athletic Prize	10.00
June 1, Paid D. D. Carroll, Chm., for reception expense	39.05
	<u>\$354.98</u>
Balance on hand	<u>146.55</u>
	<u>\$501.53</u>

Respectfully submitted,

Audited and found correct:

A. A. DIXON, Treasurer.

Laura D. Worth, Chairman Auditing Committee.

REPORT OF REGISTRAR OF GUILFORD COLLEGE ALUMNI ASSOCIATION

We have on file complete data for the following named classes: 1902, 1905, 1906, 1907, 1912.

During the year we have sent out 82 blanks to various members who had never responded or who needed to bring

their accounts up to date. Of these, 44 have responded and there is still a total of 51 delinquents.

We take this opportunity to suggest to the members of the Association that when they marry, or do anything else which should be on file to their credit, they notify the Registrar. At present newspaper notices, which are not always cited, are about the only means of keeping up with the various members, and one or two seem practically lost sight of.

Respectfully submitted,
JULIA S. WHITE, '91, Registrar.

May, 1914.

REPORT OF EXECUTIVE COMMITTEE

Because of lack of sufficient time for a satisfactory business meeting on Commencement day, the Executive Committee this year decided to dispense with the usual public exercises of Alumni Evening and give the entire time to a business session.

Nominations for the annual election were made by the committee and ballots sent out by the Treasurer. The result of the election is as follows: President, Henry White, '94; Vice-President, John Woosley, '12; Treasurer, Alfred Dixon, '09; Secretary, Margaret Davis, '09; Registrar, Julia S. White, '91; Trustee of Loan Fund, A. Wilson Hobbs, '07; Member of Executive Committee, Joseph D. Cox, '04.

The Secretary has sent cards to the members of the class of 1914, asking them to become members of the Alumni Association. Requests from each member of the class have been received.

As a recognition of service in the interest of the college we recommend for honorary membership:

J. Franklin Davis, who has served twenty-six years as a loyal and efficient member of the faculty. The members of the Guilford Alumni Association especially appreciate his genuine scholarship and his helpful influence.

J. Van Lindley, who has served so long and so faithfully as a member of the Board of Trustees.

Eula Dixon, a former student of Guilford, whose interest in education and whose loyal support of the college has been of particular value to this institution.

Raymond Binford, whose wholesome influence in every department of college life is deeply appreciated.

We recommend the following appropriations: For addition to the Loan Fund, \$50; for printing Bulletin, \$45; for Athletic Prize, \$10; for Campus Committee, \$25. Feeling that the money given for an athletic prize can be used to better advantage in some other way, we recommend the discontinuance of this appropriation.

As new business for discussion at this meeting the committee wishes to present the following subjects: More effective publicity for the college, and practical ways in which the alumni may aid the college.

On behalf of the committee,

EMMA KING, Chairman.

REPORT OF CAMPUS COMMITTEE

The committee is glad to report that some progress has been made since last year.

The class of 1909 has generously undertaken to erect a gateway at the entrance of the campus near the crossing of the roads, and have secured plans for same, the work to be done during the summer.

President L. L. Hobbs secured five hundred dollars to pay the wages of a competent man to work on the campus for one year and for such other expenses as will necessarily occur. The Trustees have granted the use of a mule and are helping to change the public road. Some attention has been given to the training of the trees and other needed work. We hope with a man to do the work the improvement will be self-evident, and trust that the Association will realize the fact that now is the time when financial aid is greatly needed.

For the committee,

MARY E. M. DAVIS, Chairman.

REPORT OF ATHLETIC COMMITTEE FOR 1914

Owing to meagre reports in the daily newspapers and in the college magazine and failure on the part of the managers of track and basket-ball teams to report, your committee is unable to render a full report of the athletic activities at Guilford for the past year. However, we are able to report as follows:

In tennis Guilford had two meets with Elon and one each with Davidson and Trinity. We won both from Elon, but lost to Davidson and Trinity, the latter having strong teams.

Guilford's baseball team finished one of the most successful seasons of its history by winning eleven, tying one, and losing three out of the fifteen college games played, thus giving an average of .733. Two exhibition games were played with the Greensboro and Durham teams of the Carolina league, both of which were won by the leaguers.

While no college team in the state can rightfully claim the championship title, because of the fact that some of the colleges did not play each other at all and no college nine was completely victorious over all the others that it did play, yet when the records of the different college teams are compared Guilford must, without question, be assigned a place right near the top, along with A. and M., for these two teams alone were able to defeat all others until they clashed in a two-game series, in which A. and M. took the first and Guilford the second. Thus such a title as "State Championship" is divided for this year between the Guilford and A. and M. teams.

William R. Futrell has been awarded the athletic prize for this year.

We are glad to report that the gymnasium has been moved and improvements made as suggested in our last report. This not only improves the looks of the campus, but adds much to the facility of basket-ball and other indoor games.

We desire again to recommend that more tennis courts be provided, and we earnestly insist that at least four new courts be made back of Cox Hall. Without more tennis courts we cannot hope to develop interest and winning teams in this department of athletics.

We recommend also that in the future more publicity be given to the games played by Guilford in the daily newspapers.

Trusting that these recommendations may meet with the approval and co-operation of the Alumni Association and that, by our next report, we shall see them carried out, we respectfully submit this report.

June 1, 1914.

W. P. HENLEY,
Chairman Athletic Committee.

REPORT OF LITERARY COMMITTEE

The literary activities of the college have been no less marked than in former years, even though the final inter-class debat  was called off by mutual consent of both seniors and sophomores who had won in the preliminary.

The Literary Club has spent almost the entire year upon German literature with good interest and profit.

The Dramatic Club of the college rendered Shakespeare's Hamlet in a most praiseworthy manner to a large and interested audience.

The Literary Societies have maintained their usual interest and each held its annual oratorical contest.

There were also declamation contests by the freshmen for the prize given by the class of 1905. This was won by Beatrice Caffey, of Summerfield.

The Peace Contest was well rendered and David Henley represented us in the State Contest in Greensboro.

So much for the work in the college. As to the literary work of the alumni it is hard to determine.

Robert Root is still doing admirable work in lectures, news items, etc., in the peace work of the Pacific coast. Leonard Van Noppen has been Queen Wilhelmina Lecturer on Dutch Literature at Columbia University the past year, and is perhaps the greatest scholar in the Association. Joseph Peele has been the editor of the Friends Messenger this year, succeeding the admirable work of Clara Cox on that periodical. Julia S. White has published various articles in the Westonian Messenger, The Collegian, and the Friends Historical Bulletin of Philadelphia. T. Gilbert Pearson is a frequent contributor to The Craftsman

and in his Audubon work does much honor to our Association.

It was through the direction of two of our alumni, L. Lea White, of the High School at Winston, and Mary D. Holmes, of Graham, that the debating teams of those schools ranked first and second in the High School Triangulars.

Joseph Purdie, now of Banes, Cuba, is editing a small leaflet in Spanish which is receiving commendation by the Friends Foreign Mission Board.

The theses of the present graduating class have been in some instances a work of worthy literary merit, one a compilation of the fine passages in Shakespeare, another Shakespeare's puns, and yet a third on the songs of Shakespeare. This last, together with the musical rendering of the same as a graduating recital in music, was quite worth while.

As to the Collegian, the alumni have had much to find fault with, but it is conspicuously noticeable also that the alumni do practically nothing to make its pages more readable. As alumni of Guilford College, it is our business to be contributors to its literary merit as well as to its financial support. We recommend that we withdraw support another year, if the standard is not raised, and that we enlarge and develop the Bulletin and have more alumni notes in it each year.

In behalf of the committee,

ANNIE F. PETTY.

REPORT OF THE CHRISTIAN WORK COMMITTEE

The Y. M. C. A. reports that every man was enrolled in a Bible class at the beginning of the fall term. The interest of the students in Bible study is shown by its record of attendance, this being 93 per cent. From start to close one class made a record of perfect attendance. A part of this last term was occupied in mission study.

The Thursday evening prayer meetings have been well attended. Frequently extra seats have been brought in to accommodate the attendance. The atmosphere of the meetings has been thoughtful and helpful. The steady influence of the

Y. M. C. A. has certainly told in an ennobling and lasting way upon the young men.

Five delegates were at the Blue Ridge conference last summer. Twelve attended the state conference in the fall, and two went to Kansas City during the holidays to attend the Student Volunteer Convention.

The Y. W. C. A. reports a fair enrollment of membership among the girls and increased interest in mission study. Several of the new students have led the Thursday evening prayer-meetings in a helpful way. A class in mission study has been conducted for the benefit of the girls who assist Miss Benbow. The class and leaders have enjoyed this work. Four girls attended the Blue Ridge Conference last summer.

One of the most notable matters of interest during the year was the coming of W. J. Sayers, pastor of the Friends Meeting in Poughkeepsie, N. Y. His addresses at the special meetings and his chapel talks were all much enjoyed and made a deep impression upon the student body. One interesting feature of the meetings was a questionnaire. The young men presented questions in writing which are characteristic of the student mind. Almost every temptation and problem of student life was discussed in a most helpful way. A number of students had private talks with him, which we hope were lasting in results.

The Young Men's Biblical Seminar, consisting of about 15 members, has met on Monday evenings every two weeks. The study of the social problems of the city occupied some time. Then the history and methods of Sunday school work had attention. This has been a source of much interest. A number of young men conducted meetings in the neighborhood.

For the committee,

JOSEPH H. PEELE, Chairman.

REPORT OF THE RECEPTION COMMITTEE

As Chairman of the Reception Committee I beg to report that our committee planned an informal reception to the members of the graduating class and their friends. This reception was held in the Library on Monday evening of Commencement

and was a very enjoyable occasion. There was a goodly number of alumni present who, with the faculty, visitors and graduating class, made a very happy gathering. Refreshments were served and splendid music rendered by Brockmann's orchestra during the course of the evening.

We hope that more and more of the members of the Association will make it a point to attend, at least, this feature of the Commencement season.

An itemized statement of the expenses was passed on by the Auditing Committee and the total, \$39.05, appears as an item in the Treasurer's report.

Respectfully submitted,

D. D. CARROLL, Chairman.

A standing vote of thanks was given the class of 1909 for undertaking the work of building a gateway at the college entrance.

Due to the new business in the report of the Executive Committee this report was read last and a discussion on the topics, "More Effective Publicity for the College," and "Practical Ways in Which the Alumni May Aid the College," followed.

J. Gurney Briggs, '11, led the discussion of the first topic. He had examined the files of some of the daily papers and found that news items from Guilford were decidedly lacking, and scanty in comparison with items from the other colleges of the state. The President was instructed to appoint a committee of the alumni to confer with the college faculty to arrange for some method of gaining more effective publicity for the college.

Ralph Parker, '04, spoke on the second topic, recommending that the classes organize and suggesting ways in which these organizations might help the college.

Dr. Hobbs spoke of beautifying the campus. He said that with a little help and organized effort our naturally beautiful campus might be greatly improved.

The members of the class of 1914 attended the meeting in a body and were welcomed into membership of the Association.

After the installation of the new officers the house adjourned to the Library, where the Reception Committee had arranged a delightful reception in honor of the graduating class and Dr. Cox.

H. A. WHITE, '94, President.

MARGARET DAVIS, '09, Secretary.

J. FRANKLIN DAVIS

To make J. Franklin Davis a member of the Guilford College Alumni Association (which was done at the last meeting) was a rather tardy recognition on the part of the alumni. However, now that he is duly elected, we believe he will be a far-seeing seer among us in planning more efficient service we may render the college.

Born and reared in Guilford County, with a broad scholarship and experience obtained in Pennsylvania and yet more largely in Germany, and a power to continue his researches through a life-time, Prof. Davis is possessed with a richness of information and a power in being which is all too rare among the teachers of our state.

For more than twenty-five years he has been the Professor of Greek and German at Guilford, and while his hair has whitened as the years have advanced, the large army of students who have known him during these years can testify that there is nothing decrepit about his knowledge of the subjects taught.

Being a man naturally timid, and farthest removed from pretense of any kind, his integrity, his genuineness, his carefulness of speech, his gentleness and gentlemanliness, can but have left its impress upon those who sat under his instruction. Prof. Davis loved to keep close to the soil and till recent years was a farmer as well as a school teacher, priding himself on his fine stock and chickens.

The Alumni Association is honored in having this "honorary" member.

COMMENCEMENT PROGRAM

May 31: Baccalaureate service by Dr. E. M. Poteat; address to Y. M. C. A. and Y. W. C. A. by Dr. E. R. Leyburn.

June 1: Class Day Exercises; Business Meeting of Alumni Association.

June 2: Commencement Day.

The graduating exercises were marked by their simplicity, accompanied by an atmosphere of fellowship. Degrees were conferred on thirty-one successful candidates, fourteen of them being women. The invocation was spoken by Mrs. Mary Woody, and Dr. Harvey W. Cox, of the University of Florida, made the address. In addressing the graduating class, Dr. Cox chose as his subject, "Dreams", and in the course of his remarks he urged the young men and women to let dreams come into their lives, that they might be fulfilled by visions in later years. It is this industrious pursuit, this indefatigable seeking of the vision, said Dr. Cox, that marks the success of the true and unselfish dreamer.

President Hobbs announced the award of the following scholarships and prizes:

The Bryn Mawr College scholarship of \$400 was awarded to Helen Claire East.

The Haverford College scholarship of \$300 was awarded to William Alpheus White, Jr.

The Marvin Hardin scholarship, tuition, awarded each year by the class of 1904 to the Sophomore making the highest average grade, was won by Laura Etta Davis.

The Freshman prize given each year by the class of 1905 to the Freshman delivering the best declamation, was awarded this year to Beatrice Moore Caffey.

The Websterian orator's medal was won by Matthew White Perry.

The Websterian improvement prize was won by John W. Mendenhall.

The Philomathean orator's prize was won by Blanche Dixon.

The Philomathean improvement prize was won by Hope Hubbard.

The Henry Clay orator's medal was won by Charles Tilley Lambeth.

The Henry Clay improvement prize was won by Daniel Robert Bulla.

The Zatasian orator's prize was won by Burtie Ellen Dix.

The Zatasian improvement prize was won by Irma Holliday.

"Honors" were awarded to Laura Etta Davis of the sophomore class and to Harrell Budd of the freshman class.

The prize of \$10 for the best essay on the subject of "College Patriotism and the best means of securing it," was awarded to Edgar Holt McBane.

The following faculty changes were made public:

Dr. Raymond Binford, having received an appointment from his alma mater, Earlham College, decided some months ago to resign his place here and return to Richmond, Ind. Dr. Binford's successor is the distinguished scholar and teacher, Professor Guy West Wilson of Rutgers College, N. J.

Prof. A. D. Crosby for a year or two has desired to spend some time in further study, and has resigned his place here for that purpose. To take his place Prof. George Montgomery, who last year was the best scholar in the graduating class at Haverford College, has been appointed.

Miss Marian B. Rustedt has resigned for a year's special study, and Miss Erminie F. Ayer, of West Virginia, a graduate of Wellesley College, Mass., has been engaged to take her place the coming year.

Miss Alma Taylor Edwards of the class of 1907 has been employed to assist in the Latin Department and to have supervision over the preparatory school.

Prof. D. D. Carroll will be absent next year in study in his chosen field, history and economics, and John Brooks Woosley, who this month will take the master's degree at Haverford College for work in this department, has been employed to take his place.

EULA DIXON

Probably no member of the Alumni Association has been instrumental in sending more students to Guilford than Eula Dixon. Scarcely a year passes but there may be found in the student body one or more who are there directly through her influence. Therefore, it is quite fitting that she be made an honorary member of the Association.

Born at Snow Camp, N. C., her early life was spent on the farm with her parents, Thomas C. and Ellen Albright Dixon, and with her sisters. It was at the school here that her education began. For several years now the members of this same community have been fortunate in having Miss Dixon in their midst.

After finishing the course at Sylvan Academy she entered Guilford College. In addition to her lessons, she was interested in the society work and was one of the editors of *The Collegian*. After her father's death it became her duty to manage the farm, therefore she thoroughly equipped herself for this by taking a course at the A. and M. College at Raleigh. She was the first woman to take such a course there, but here, too, she won honors, being given first prize on a paper which she wrote on dairying.

Probably nowhere in the state can there be found a woman of such broad interests and enthusiasm. She has always been an active leader in church and Sunday school. One of her greatest works is for the "stay-at-homes" in her neighborhood, especially for the mothers of little children or for those detained with the sick. These are informal meetings on Sunday afternoons at convenient homes, where the Sunday school lesson is taught in a manner adapted to a weary mother's needs.

In Cane Creek Monthly Meeting she has served as clerk and on various committees. In the Pleasant Hill Temperance Society, one of the oldest organizations in the state, Miss Dixon has been a loyal worker, serving as its president or in some

other office. She early entered the ranks of the W. C. T. U., working in various capacities until she was elected state president of that organization. She declined a second term because of her many duties as director of large farming interests, as president of Snow Camp Woolen Mills, as head of a telephone company, which line she was instrumental in having constructed.

Her work and interest in public schools is second to none in her district. In recognition of this fact, in 1903 the North Carolina legislature appointed her a member of the school board. Here, too, she was the first woman in the state to hold such an office. At present she is serving on the State High School Committee of her district.

We are especially glad to add the name of such a one to our list of honorary members.

COLLEGE PATRIOTISM AND THE MEANS OF SECURING IT

(Paper winning the ten-dollar patriotism prize)

A true college patriot is one who loves his college and zealously supports its authority and interests. From this we can readily see that almost all the real genuine love and devotion that any college may ever expect to reap must come from her alumni and other old students, for it is only by coming in touch with an institution that we can be made to realize that we owe it a debt that can be paid by no other person but ourselves. This spirit of devotion must become rooted into our very beings during our college career in order to be the most effective, for it is then that we possess the greatest curiosity to get some "inside knowledge" about our college. Things may be revealed to us concerning our college after we have left her, but we will hesitate to believe any but the best reports unless we are eye witnesses of any such action.

Then there can be no doubt that the college career of any student is a most important one, both for the student and for the college itself. The new student is especially wide awake to observe and imitate every detail of college life, college behavior, and college sentiment, as it is portrayed in the actions of the older students and upper classmen. These are the ones whom we might term as the real constituents of the college, as the new student sees it, and the amount of college spirit that they show, and the manner in which it is shown, is going to determine greatly the amount and attitude that will be shown in later years.

Some of the greatest and most practical lessons learned at college are learned on the campus and in the dormitories, in the gymnasium and on the athletic field. Here it is that the students express their truer selves. Here they come closer to the material life and encounter its rubs, and not when seated in the classroom before the eyes of a teacher whom they respect

because of his superior knowledge and dignity, and fear because of his power and personality. On the campus and in the dormitories is where the opinions, pro and con, of the student body are collected and expressed in regard to what the college really is, what it is doing, and what it deserves.

Great care should be taken by the faculty and other authorities of the college to reveal to the student body, either directly or indirectly, just what the debt is that a student owes to his college. Of course this is usually done, but in a very general way, not specific enough to have very much effect upon the mind of the student. For instance, we, as students at Guilford College, have been told, time after time, that we owe this institution a debt that we can never hope to pay except in the form of our sympathy and devotion. Then we passed it by without very much careful thought, by simply granting the fact that we supposed after all that we were under some obligations to our college. But facts like this should not be presented to a student body in such a general way. Students are as prone to doubt a statement without some definite evidence of its truth as some members of a college faculty are to make such a statement. Guilford College actually gives to every one of its students indirectly, the sum of fifty dollars each year they spend here, and I dare say that not ten per cent. of her students know this to be true. Not long ago one of her upper classmen was heard reproving a preparatory student for damaging some of the college property. The less considerate lower classman replied that he was paying the college and paying it well for everything that he had ever used or torn up since he had been here. This upper classman, or senior that he was, kindly explained to him how much he lacked each year of paying his real expenses to the college and how much more the college would gladly help him if its funds would allow. This produced a second reply from the preparatory student which was very different from the first. He admitted that he had never thought of such a fact being true before, but he supposed that when one considered all the expenses that the college had to meet during the year, it would hardly be possible for it to let us stay here much cheaper than it was doing and that we owed the college something else for being allowed to stay here. We

can see that this student was willing to give the college credit for what it was doing for him, but he was not going to do it until he knew that he was justified in doing so.

This brings us face to face with the problem of making known to the students the extent of their duty to the college. It is true that the students will realize their debt to their alma mater later on in life, but it is important that they should be made to know it earlier. As soon as they enter college for the first time is not too early. The Y. M. and Y. W. C. A.'s endeavor to place a hand-book in the possession of every new student as soon as they get off the train at the station. In this hand-book are many valuable suggestions to new students, such as "bes", "dos", and "don'ts," but no specific reason is given why they should be thus, do so and so and refrain from certain actions. It seems that along with such advice there should be a paragraph devoted to the real debt of every student, both old and young, to the college. It is true that in this little pamphlet we have a list of what the various organizations have to offer us, but this is regarded by the students as a side issue and something that you have to pay extra for. This is true in one sense of the word, but if the student could be made to realize the fact that it was through the efforts of the college that such "side issues" with all their privileges were made possible, then they would feel more than ever that they were duty bound to respect and adore their college.

Another excellent way of revealing the duty of college students to their college, it seems, would be for the committee of the faculty on lectures, orations, debates, etc., to have included in their list of lectures in the early fall of the school year, a lecture on the subject of "College Patriotism", or some subject of this nature, for by so doing there will be instilled into the very soul of all the students a thorough realization of their obligations to their college. This lecture could be given by no one any better fitted than one of the alumni who has been made to realize his obligations by having seen what his college life has meant to his later life. The students hearing this lecture will then become real instruments in themselves for fostering this spirit of college loyalty, and at the same time each stu-

dent will see his duty early in his college career and know it forever thereafter.

Then it will be that the preparatory student will think about what he is doing when he begins some action that will result in an injury to the college, and the senior will long have known his close relations with his college. He will not have to wait until the last term of the last year of his college life and then classify for the course in ethics where he hears, in a specially prepared lecture given at the last recitation before final examinations that he owes certain duties to his college because of the manifold advantages it has offered him. This was exactly the case with that senior who rebuked the unthoughtful preparatory student for his action a few days ago, and we see how quickly he began to put this teaching into practice after he had learned it. Of course students ought to realize such duties as these in themselves. This they may do, but not always does a student get it as quickly and so intensely by his own consideration as he would if it were proclaimed to him by some one who had been assigned this special task, and consequently the mind of the student body is less apt to obtain it.

Another way in which college patriotism can be secured, which may also be regarded as a supplement to the above method for the retention of this devotion, is by the clean and honest attitude taken by the college in regard to its athletic relations with other colleges, and the behavior of the athletes who represent them. No phase of college activity arouses more real enthusiasm and college spirit than does athletics. This makes it very important that the college authorities and the physical director should allow nothing but the very cleanest methods to be resorted to in any form of athletics. This will be accomplished in no better way than by securing fellows of the cleanest character to participate. This is being brought about gradually by debarring all professionals and requiring all athletes to pass a good per cent. of their work before participating in games. Still, if a professional be a good, bona fide student who complies with all the rules of the college in all its phases, it seems a little unfair to restrain his chances of development by forbidding his participation. However, this

may be left to the discretion of the college authorities. At any rate it gives the honest, hardworking student, who is usually more representative of the college, greater encouragement to enter athletics and every student will feel that he has been given a square deal. Nothing will ever produce greater admiration in a student, old or new, than to hear of a splendid record being made by his college athletic team. But if the student later learns that this was accomplished by any but the fairest playing, it will cause a feeling of sorrow and disgust to prevail in the heart of every true patriot of that college, and will, of course, lessen college patriotism. Whereas, if such a feat be accomplished by nothing but the fairest methods and superior strength and tactics, it will be the source of unlimited joy and devotion throughout the whole college. Bonfires will be made and college songs will be sung as never before. This will perhaps acquaint the students with more college songs and produce a feeling of intense love for the college through the singing of these songs. Then let us hope for our college that only the cleanest lessons will be taught, learned, and practiced in our gymnasiums and on our athletic fields.

Thus we see that the importance of college patriotism is inestimable and the means of securing it easy and practical, though only a few can be fully set forth in a short discussion. Yet we, as college students, should be made to see the unbounded possibilities resting with us for securing this element so vital to the needs of our college and at the same time realize that duty of ours which we owe our institution in doing all that is within our power to foster and keep alive this spirit of love and devotion to its interests.

EDGAR H. MCBANE.

May 30, 1914.

RAYMOND BINFORD

Raymond Binford, son of Josiah and Margaret Binford, was born near Carthage, Ind. When he was only a boy the family moved to the state of Kansas, where he received his early education in a community of Friends. Later he attended Earlham College, and received the degree of B. S. in 1901, when he was elected Professor of Biology and Geology in Guilford College, and remained here except for the time he spent on leave of absence at Johns Hopkins University. His accurate methods of thought led him to further study in science and in 1906 he received the degree S. M. from the University of Chicago. During the summer months 1908-1911, he was scientific assistant at the United States Fisheries Laboratory, Beaufort, N. C. In 1911-1912 he was a fellow in Johns Hopkins University and received the degree of Ph. D. from that institution. On leaving Johns Hopkins he was employed as instructor in Invertebrate Zoology in the Marine Biological Laboratory, Woods Hole, Mass., during the summers 1912-1914.

In 1913 he was married to Helen Tittsworth, a granddaughter of Naomi Jay, of Indiana, and in 1914 he was elected to the Biological Department at his Alma Mater, Earlham College.

Descended from a long line of Quaker ancestors, a number of whom were ministers of the Gospel, it is not strange that he should have inherited a like gift, which was acknowledged and recorded by New Garden Monthly Meeting in 1905.

His work as an instructor, both in college and church, has been most successful. He is systematic and thorough in all his works. His daily life has been so genuine that young people who disliked his discipline have declared themselves willing to die by his religion.

CLASS OF 1914

Allen, Katherine Rogers	Woodbury, N. J.
Barber, J. Wade	Pittsboro, N. C.
Benbow, Charles Frank	East Bend, N. C.
Carroll, Hardy Abram	Mizpah, N. C.
Coble, Irma Kathleen	Liberty, N. C.
Crutchfield, Mary Alma	Guilford, N. C.
Doughton, Martha Rebecca	Guilford College, N. C.
East, Helen Clare	Eastport, L. I., N. Y.
Finch, Alfred Brown	Trinity, N. C.
Fox, Mary Willard	Guilford College, N. C.
Futrell, Maude Blanche	Greensboro, N. C.
Helms, Frances Virginia	Unionville, N. C.
Henley, David Elias	Guilford College, N. C.
Henley, Fred Murdoch	Salisbury, N. C.
Johnson, Harris Guthrie	Riley's Store, N. C.
Körner, Estelle Gertrude	Kernersville, N. C.
Lewis, Eilene	Ivor, Va.
Lindley, Silas Jerome	Snow Camp, N. C.
McBane, Edgar Holt	Saxapahaw, N. C.
Nelson, Samuel Snow	Edgar, N. C.
Nunn, Paul Schoolfield	Guilford, N. C.
Pearson, Earl Whittier	Dudley, N. C.
Perry, Matthew White	Durants Neck, N. C.
Pike, Cathline Marion	Liberty, N. C.
Shore, Ernest Grady	East Bend, N. C.
Smith, Sarah Olive	Yorkville, S. C.
Webster, William Dampier	Haw River, N. C.
Worth, Clara Louise	Guilford College, N. C.
White, Mary E. Mendenhall	Guilford College, N. C.
White, William Alpheus, Jr.	Guilford College, N. C.
Younts, Pearle Annie	Guilford College, N. C.

HONORARY MEMBERS

Lewis Lyndon Hobbs, elected 1910 . . . Guilford College, N. C.
Mary Mendenhall Hobbs, elected 1910, Guilford College, N. C.
Priscilla Benbow Hackney, elected 1911 . . Greensboro, N. C.
J. Elwood Cox, elected 1912 High Point, N. C.
H. Louisa Osborne, elected 1913 Guilford College, N. C.
J. Franklin Davis, elected 1914 Guilford College, N. C.
John Van Lindley, elected 1914 Pomona, N. C.
Raymond Binford, elected 1914 Richmond, Ind.
Eula Dixon, elected 1914 Snow Camp, N. C.

GUILFORD COLLEGE BULLETIN

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

VOLUME VII

ELEVENTH MONTH, 1914

No. 3

THE SCHOLAR'S DEBT TO THE REPUBLIC

How the activities of body and mind make the place of our early school life linger in memory! We idealize the school-house on the hill, even though it was a rude log building with one door, a big fireplace in one end, and seats mostly without backs. In fact, we seem to have been made in such a way as to require the good time nearly all young people and those nearly or quite grown are always ready to say they have in their school days. There is therefore no more delightful place than a good school: nor can any other place be compared with a school so far as relates to the expansion of our young minds, the development of our bodies, the formation of character, and as a result of these, to the stability of our Republic. And while it is true that the best thing about a school is the teacher, there is the other side also; for a great Grecian said: "You send your son to school and the boys educate him."

Whatever be our viewpoint respecting theoretical as opposed to practical education, the school is one of the most interesting and powerful institutions in our country. The amount of money spent in the schools is enormous. People who consider the welfare of their country and wish to benefit coming generations, often by will leave their money to colleges and universities. This

spirit of genuine philanthropy is also genuinely patriotic; for the love of country demands of us that we provide for the boys and girls that they may be trained to think accurately, to act promptly and always with an eye single to justice—justice in the good old Platonic sense of righteousness. The fact is, we are all bound up together in one bundle. We must all rise together or all go down together, or else all go to pieces.

What we want in this country is a high average level. Nothing but good schools and good religion will bring a high average level. Yet we are so hampered in our state for want of means to run good schools, and have suffered so woefully for half a century in this respect, that of all the people in America we ought to be the most energetic and the most economic in our school management and in our school teaching. It looks as if we should never catch up with the northern and western states in this respect. The colleges of the east and west are rich and yet most of the funds which come from benefactors go right into the pockets of these rich institutions. The rule in this matter is to him that hath shall be given. We might almost say from him that hath not even that which he that shall be taken and given to him who already hath too much.

In view of all this, what is our duty to our children? To our State? We have three or five or ten times
OUR DUTY TO as many children as New England and not a
THE STATE tenth or a hundredth or a thousandth of the
 money invested in schools and colleges to educate our many as
 New England has to educate her few.

We ought to make every edge cut. How to do this is the problem. We must use all we can get for our schools and get our people to see we are not spending half enough; and then practice the greatest possible wisdom and economy. We must do good teaching in all the elementary or fundamental

branches, and get all our young people to go to college who can possibly do so. In our children we shall find our wealth.

We have no time in our southern country to be running after fads; and it seems a waste of our time and **OUR MAIN BUSINESS** means to be teaching city girls how to farm in order that they may become teachers and teach agriculture to boys who are brought up on a farm. We all know that agriculture is the source of our wealth, or that the land is the source of all wealth; and that better farming and better care of our forests and lands and houses and all real estate are necessary and must be taught somewhere. But we need not, in the outset, start our boy on a race after the almighty dollar, even before he has been trained and developed and had the principles of justice and righteousness and true value of manhood instilled into him, so that he can be a man first of all.

Agricultural papers, public lectures, and special schools, together with the publications from the Agricultural Department at Washington and other agencies, as farmers' congresses and experiment stations, are doing much to inform our people on the importance and value of soil culture and may be depended on to do still more in the future. The schools have neither the time nor the equipment to devote to this branch of bread-winning. It would be difficult in our present attitude towards wealth to convince many people of the truth of a simple declaration from the lips of the Great Teacher: "Man shall not live by bread alone."

Andrew Fleming West, Dean of the Graduate School of **EDUCATION AND INTEL- LIGENCE** Princeton, has written a paper on "Education and Intelligence", or Education and Vocational Training, which ought to be in everybody's hands, or in everybody's heads. Note this paragraph to show the true place of the school and indeed of all education:

"Do we realize that in our pre-occupation with the machinery of education, our ready applause of this and that novelty and our eagerness to turn all to utilitarian ends, irrespective of the abiding invisible values, we are forgetting the all-important and controlling truth of the matter? This truth is that education is a warfare against ignorance—the old, ancient, inveterate ignorance to which the human race is newly born with every generation that enters the world. This is the one ever-old and ever-new material to be mastered and transformed—the vast opaque resisting mass which must first be illumined from without and then made luminous within by the processes of education. It is on the existence of this ever-recurring need that the existence of institutions of knowledge depends—for to make the darkness light is the one ceaseless work of education and of educated men."

Said Sir William Hamilton, "There is nothing great in the **THE GREAT- NESS OF THE MIND** world but man. There is nothing great in man but mind." It is, of course, necessary that adequate provision be made for strong, well-developed bodies. "Mens sana in corpore sano" may well be the aim of our work; for we cannot exist in this world as pure dismembered spirits; our bodies are the condition of the higher life and for this reason duties to physcal life really precede all other duties; but our ultimate aim is nobil-

ity of character, which is only to be found in the life of the soul.

Of course nearly all who go to school have to make a living; **SOMETHING** and it is in due recognition of this fact that
MORE THAN the Committee of Nine some years ago gave
BREAD the courses of study proposed for high schools
WINNERS such a utilitarian aspect. But Americans are daft on practical education, which the London Times, in complimenting the stand taken for culture studies by the great English philosopher and statesman, Arthur Balfour, defines to be "money-getting". Adequate concession is to be given to the many who may not get beyond the practical in education. "Yet", as Dean Fleming West so cogently urges, "so long as it remains true that 'man shall not live by bread alone,' all men, so far as they can possibly get the chance, should be trained to be bread-winners, and something more. It is this 'something more' which has always measured, and we may well believe will always measure, the difference between subjection and freedom, between the man who cannot rise in the intellectual and moral scale and the man who can. As a mere matter of national economy, therefore, and quite apart from its overwhelming moral importance, it pays for a state to have as many as possible of its citizens educated in something more than bread-winning. It pays to have well educated men in great abundance for the sake of order and tranquility, for the increase of national wealth, for the diminution of crime, for the measureless material benefits which flow from the spread of intelligence and enlightenment. It is this 'something more' which in the last analysis makes the difference between the higher and the lower forms of civilization."

The function of colleges and universities and schools is to teach the truth, and by so doing, prevent deception, preoccupy the mind with truth. One might, by restricting attention to certain conditions visible in history and in the present time, easily lead one's self to believe that error more abounds than truth; for it requires energetic and continuous struggle to maintain the right in sufficient degree to prevent things from going wrong.

FUNCTION OF A COLLEGE

We are told on high authority that even in literature, the beauty and elegance and grace must be pointed out to us, or we shall pass many gems by and leave many a "rose" to "waste its fragrance on the desert air".

In natural history did not Agassiz hand you a fish and you made not much more out of it than a stone? And he returned the specimen to you for re-examination. Even then much was unseen until attention was called by the master to the things to be seen.

It appears that people in the main have to be told what to see and what to hear and what to believe. The distinctive place of the college is to do that thing; to find out what the truth is and to proclaim it. It is a great mission for our colleges to be all the time standing to prevent deception: and this in the various departments of national and of individual life, in science, in religion, in politics, in philosophy. To go about as Socrates went about to prevent deception will give one calling enough, and that is the essential business of our schools and colleges and universities.

We have made a serious blunder in this country respecting religion. Nor is it likely that such an error

THE UNITY OF TRUTH

is limited to America or to any country. The fact that we have divorced, that is, torn apart, the state from religion has led many people

to believe that these are two separate and somewhat hostile institutions and that the state can best get along without any religion, else why separate the two? In some places in America, it is thought to be a sin for the Bible to be read in the public schools. Of course, that means that the state schools must not be religious—that religion would ruin the schools, and the schools, peradventure, might ruin religion. So some, in their blind zeal for the state, would be glad to vote the Bible out, vote religion out, lest religion should harm the state,—on the ground that one must see that the state receive no harm. For people who have no more sense than that, a good dose from Plato's Republic might prove beneficial. If not, make a mixture of Plato's doctrine and the holy government as outlined in the last eight or ten chapters of Ezekiel—and administer daily for a month and watch the effect. Any person who is free to think and who will think will soon see in the sunlight of truth that the two go hand in hand; and, in fact, to a sound, unprejudiced mind, it is in a high degree absurd, if not unthinkable, that these two phases of the force which is to perpetuate our great Republic should be arrayed one against the other—one set off in one corner and the other in another of the universe of forces making for righteousness.

The reason that some people want more religion and less knowledge is because in the inmost recesses of their being they fear more knowledge would show them up in a bad light in respect to the truth. "People," says Emerson, "disparage knowing and the intellectual life, and urge doing. I am very content with the knowing, if only I could know. That is an august entertainment and would suffice me a great while. To know a little would be worth the expense of this world. I hear always the law of Adrastia, 'that every soul which has

acquired any truth should be safe from harm until another period'."

The state means everything to an American, everything permanent, everything that will render this country a safe and peaceful land for our posterity. And yet conditions even in free America are not so propitious as they once were. The difference between the very rich and the very poor is as great as in the days of slavery between the owners of negroes and those who owned them not. Unrest, due to oppression as hateful as the oppression of slave by master, the toil of the laborer to make a living for himself and wife and children, the unequal contest, and the great uncertainty as to what his success will be; the cold and hunger, crowded tenements, enforced child labor and the loss of hope, sickness which ought to be prevented, the white slave traffic,—all these and more besides appeal to good citizens in mournful tone to do something to make our country the land of the brave and the home of the free which we have been taught it really is.

This appeal comes to the people who have the trained mind and know how to reason and how to devise means to meet conditions. No one can say the state has nothing to do with these things, that these evils are for the church to correct: that the state is to punish crime, not to prevent it. The college men, the public school men and university men all should combine to make the state what the best men of all time have aspired to establish for the equality and happiness of mankind.

In the Republic of Plato justice is ultimate; but justice in his thought is righteousness and is based on duty, or, if you please, one's debt to the Republic which is a government idealistic, transcendental. In it the three classes of citizens—the ruler, the sol-

**PLATO'S
REPUBLIC**

dier, the worker—are all taught that their country is their mother. They are, therefore, bound to advise for her good, to defend her, and her citizens they are to regard as children of the earth, and their own brothers. He represents the citizens of the perfect state, though not perfect, to be lovers of justice, that is, of righteousness under the leadership of philosophers, and pins his faith to an educated aristocracy composed of men educated physically, intellectually, and morally. Morality is the basis of permanent social life. And the state in this noble Platonic sense is nearly, if not quite, identical with the church. They both, if in reality there be two, have the same aim—the perfection or redemption of human nature.

America is the last experiment—if it is still an experiment—

**THE WORLD'S
HOPE**

where the test is to be made for democratic government; and it must not fail, else the hope of the world will fail; and we

know well enough that wealth will not save us and that intellect in itself will not rear a structure that will stand as long as we want our Republic to endure; but science, together with an intense love of our fellowmen, arising from a conception of their worth apart from their worthiness, will build us up into such a government as will not yield to the crumbling decay of time.

GUILFORD COLLEGE BULLETIN

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

VOLUME VII

SECOND MONTH, 1915

No. 4

THE CHOICE OF A COLLEGE

The problem of selecting the proper college for the education of a son or daughter is indeed one of the most momentous which ever faces the parent. With the large number of institutions which have so recently sprung up in America—some of them as suddenly as a mushroom in a night—the choice has been made much more difficult. Even in North Carolina there is such an abundance of colleges which are bidding for students that the parent or guardian is often dubious as to which the welfare of his son or daughter shall be entrusted. And well it is that the parent deliberates before he acts; for the future character of the young man or young woman is to be largely determined by the choice made.

Now in this deliberation the first question for settlement is, shall I patronize a large college or university, or shall I send my son to a small college? Are the advantages of the university with its thousand or more students superior to a small college with only a matriculation of two or three hundred? At the larger institution the student will come in contact with a larger number of men, and will perhaps have more

**FIRST
QUESTION**

acquaintances. The mass spirit of the student body, too, is impressive and the individual student is carried along with the enthusiasm of the larger group.

But on the other hand, the individual in the small college receives more attention from both students and faculty. He knows and is known. There is a valuable intimacy in the relation of teacher and student in the small college which is impossible in the larger institution. In the larger institution, too, the work is extensive. There is a larger number of courses, and a great variety of subjects. One may study law, medicine, engineering, aside from the regular course in the liberal arts. The result is that the efforts of the faculty are extended over a wide field of knowledge. In the small college, however, the interests are not so wide, the aims are more limited, and the efforts expended are as a result intensive. The small college seeks to do only a few things, but its aim and function is to do those well. On the one hand, then, there is the large department store of education, while on the other there is the small college with few staple lines which it seeks to make the best on the educational market. The former institution seeks quantity as well as quality. The small college aims first and always for quality. As one prominent American educator has recently said, «Quality and character must never be sacrificed for quantity.»

Guilford College is just such a small institution, splendidly equipped for some 250 students. The aim of the college is to give only a few courses, but to give them surpassingly well. But these are fundamental and recognized by leading educators everywhere as essential in any properly con-

structive educational training. Situated six miles from Greensboro, N. C., its location is a great asset. It is out in the open country, next to nature, if you please, and away from the bustle of city life, where there is every inducement to study and serious contemplation; while those detractions which are so prevalent in some urban colleges are entirely lacking. And yet Guilford is not a monastic institution detached from the outside world. In fact, Greensboro which is, because of its geographical position, properly termed the «Gate City» of the State, is within convenient reach. The location in the heart of Piedmont Carolina is, too, a most healthful one. With our excellent water supply from a deep well of 364 feet, fevers are unknown and the health of the students is far above the average.

Guilford is also splendidly equipped. Ten large buildings fitted with steam heat, electric light, sewage, and water make the physical equipment highly satisfactory. A new dormitory for young men which is the equal of any in the State has just recently been built, while the dormitories for the young women are thoroughly modern. The administration building, library, and King Hall with the lecture rooms and Physics laboratory, are all suitably adapted to perform the functions for which they were constructed.

Besides the buildings which are admirably adapted for doing the work of a small college, there is a large campus and ample athletic facilities. A splendid athletic field which is used for soccer in the winter and baseball in the spring, a recently renovated gymnasium with an excellent basket ball floor,

LOCATION

TEN BUILD- INGS

ATHLETIC FIELD

and a sufficient number of tennis courts, furnish to the students every opportunity for physical training and development. And in this age when unusual demands are made on the mental and spiritual capacities it is absolutely necessary that the best physical self be developed. Guilford as a small college with the athletic equipment just mentioned offers to the individual student a better chance for physical expansion than the larger institutions of the State.

One's proper mental training is well assured at Guilford.

FACULTY OF SPECIALISTS

The members of her faculty have had the requisite training for their several departments. Educated and trained in the best universities and colleges of the East, Guilford's faculty of specialists is fully prepared efficiently to instruct her students. Each instructor has also a personal interest in the welfare of those whom he instructs. The classes are

PERSONAL INTEREST IN STUDENTS

small and individual care and attention is accorded to every member. It has long been the policy of Guilford's professors to take a real personal interest in the progress of the student. To stimulate and encourage when such is necessary, to aid in the solution of personal problems, to investigate into the failure of individual students and after a thorough search for the causes to suggest the necessary remedies, these are the functions of the Guilford professor. The faculty, in a word, is not only a well trained corps of instructors thoroughly imbued with the spirit of scholarship, but it is also an intensely humane group of men and women who are closely, intimately and devotedly interested in the progress of each particular student under his or her tutelage.

Guilford does not only stand for a sound athletic body and
LIBERAL a thoroughly trained mind, but there is a
CHRISTIAN distinct religious atmosphere about the
SPIRIT place which when once enjoyed can never
 be lost on individual character. This does not mean that
 rank denominationalism is present; in fact, it means ex-
 actly the opposite. Denominational lines are lost in the
 liberal spirit of true Christianity. The church performs its
 part and that an essential one. Particularly efficacious in
 moulding this religious spirit and in contributing to this
 high moral tone of the institution are the Y. M. C. A. and
 Y. W. C. A. Absolutely under student control, they ex-
 press the practical, every day, religious life of the student
 body. And without boasting, it can be truly said that no
HIGH college in North Carolina has a higher moral
MORAL tone than does Guilford. In the weekly
TONE Bible study and prayer meeting the students
 take an active, zealous part and a more robust spiritual life
 is the product. No one can overestimate the value and
 worth of the high moral and religious atmosphere which
 pervades Guilford College.

And again it is to be remembered that Guilford is a
COEDUCA- coeducational institution and has the ad-
TIONAL vantages which only such a college can have.
 At Guilford, too, coeducation is no experi-
 ment; it has long passed the experimental stage. Years of
 practical and successful experience have made coeducation
 at Guilford a successful policy. As a result there is a
 frankness of relationship existing at Guilford which is
 conducive to the development of nobility of manhood and
 womanhood. Petty sentimentality is encouraged and aided
 by a separation of sex, while an every day contact of the
 sexes in the earnest processes of education dulls the edge

of sentimentality and establishes a frank friendly relation. Young men and young women are known and appreciated then, not for what they may seem to be, but for what they really are; for who can conceal one's real character from those with whom one meets in the classroom and on the campus? The social advantage which Guilford offers to every young man and woman who comes within her walls is, then, a frankness of friendship which is free from petty sentimentality, and a more thorough knowledge of the real character of the individual.

With adequate physical equipment, excellently trained instructors, a vital religious atmosphere, and a beneficial social attitude which hates sham and encourages sincerity and frankness, Guilford stands prepared to do the work of educating a limited number of the young men and women of North Carolina—and prepared to do that task surpassingly well.

GUILFORD COLLEGE BULLETIN

EDITORS:
THE PRESIDENT AND A COMMITTEE OF THE FACULTY

CATALOGUE NUMBER
1914-1915

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

1915								1916							
JULY								JANUARY							
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College Calendar 1915-1916

Seventy-Ninth Academic Year

1915. September 7—Tuesday,
Entrance Examinations, 9 a. m., and 2 p. m.
September 8—Wednesday, 9 a. m.,
Fall term begins.
November 6—Saturday,
Midterm Examinations.
November 25 and 26—Thursday and Friday,
Thanksgiving Holidays.
December 22 to }
1916. January 4, inclusive } Christmas Vacation.
January 17 to 22—Monday to Saturday,
Midyear Examinations.
January 22—Saturday,
Fall Term closes and Spring Term begins.
March 25—Saturday,
Midterm Examinations.
April 24—Monday,
Easter Holiday.
April 29—Saturday, 8 p. m.,
Oratorical Contest—Henry Clay Society.
May 6—Saturday, 8 p. m.,
Oratorical Contest—Zatasian Society.
May 13—Saturday, 8 p. m.,
Oratorical Contest—Websterian Society.
May 20—Saturday, 8 p. m.,
Oratorical Contest—Philomathean Society.
May 27—Saturday, 8 p. m.,
Music Recital.
May 30—Tuesday,
Commencement.

Eightieth Academic Year—1916

- September 5—Tuesday,
Entrance Examinations, 9 a. m., and 2 p. m.
September 6—Wednesday, 9 a. m.,
Fall Term begins.

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Sandia C. Lindley	Pomona, N. C.
Gertrude W. Mendenhall	Greensboro, N. C.

Standing Committees of the Trustees

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On Committee to Confer with Committee from Yearly Meeting—J. S. Cox, N. C. English, C. P. Frazier.

FACULTY

LEWIS LYNDON HOBBS, A. M., LL. D.

PSYCHOLOGY AND LOGIC

A. B., Haverford College, 1876; A. M., Haverford College, 1883; LL. D., University of North Carolina and Haverford College, 1908; Principal New Garden Boarding School, 1878-1884; President Guilford College since 1888; President Emeritus, 1915-1916.

THOMAS NEWLIN, A. M., PH. M.

A. B., Haverford College, 1885; A. M., Haverford College, 1892; Ph. M., University of Chicago, 1905; President Whittier College, California, 1907-1915; President Guilford College, 1915-1916.

JAMES FRANKLIN DAVIS, A. M.

GREEK AND BIBLICAL LITERATURE

A. B., Haverford College, 1875; A. M., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philology, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Professor of Greek and German Languages, Guilford College, since 1888.

H. LOUISA OSBORNE, A. B.

LATIN AND HISTORY

A. B., Earlham College, 1887; Student State Normal of Indiana, 1887-1888; Student Chautauqua, New York, Summers 1888-1895, 1902-1904-1909; Teacher Vermillion Academy, Ill., and Bloomingdale Academy, Ind., 1888-1892; Assistant in Latin, Guilford College, since 1892.

GEORGE WILSON WHITE, A. B.

MATHEMATICS

- A. B., Haverford College, 1878; Principal Sunbury Academy, N. C., 1878-1880; Principal Belvidere Academy, 1880-1883; Principal New London High School, Ind., 1883-1884; Principal Central Academy, Ind., 1885-1892; Professor of Mathematics, Guilford College, from 1893 to 1913; Assistant in Mathematics since 1913.

CLEMENT ORESTES MEREDITH, A. B., PH. D.

LATIN

- A. B., Guilford College, 1900; A. B., Haverford College, 1901; Chautauqua, New York, Summer 1901; Principal Guilford Graded School, North Carolina, 1901-1902; Scholar in Latin, Greek and French, Johns Hopkins University, 1906-1908; Student of Classical Philology in University of Berlin, 1909-1910; American School at Rome, Spring 1910; Ph. D., Johns Hopkins University, 1912; Professor of Latin, Guilford College, since 1902.

ALLAN WILSON HOBBS, A. B.

MATHEMATICS

- A. B., Guilford College, 1907; A. B., Haverford College, 1908; Graduate Student Columbia University, Summer 1909; Graduate Student University of Chicago, Summer Quarter 1910; Physical Director and Assistant in Mathematics, Guilford College, 1909-1911; Scholar in Mathematics and Physics, Johns Hopkins University, 1911-1913; Professor of Mathematics, Guilford College, since 1913.

* DUDLEY DEWITT CARROLL, A. B.

HISTORY AND ECONOMICS

- A. B., Guilford College, 1907; A. B., Haverford College, 1908; Principal Mountain View Institute, 1908-1909; Graduate Student in Columbia University, Summers 1910-1912; Professor of History and Economics, Guilford College, since 1909.

† ALFRED ALEXANDER DIXON, A. M.

PHYSICS

- B. S., Guilford College, 1909; A. M., Haverford College, 1911; Assistant in Physics Laboratory at Haverford College, 1909-1911; Professor of Physics, Guilford College, since 1911.

* On leave of absence 1914-1916.

† On leave of absence 1915-1916.

JOHN STEELE DOWNING, A. M.

CHEMISTRY

- B. S., Haverford College, 1911; Assistant in Chemistry, *ibid*, 1911-1912; A. M., *ibid*, 1912; Professor of Chemistry, Guilford College, since 1912.

JOHN BROOKS WOOSLEY, A. M.

HISTORY AND ECONOMICS

- A. B., Guilford College, 1912; A. B., Haverford College, 1913; Teaching Fellow in History, *ibid*, 1913-1914; A. M., *ibid*, 1914.

FLORENCE ERMINIE AYER, A. B.

FRENCH AND GERMAN

A. B., Wellesley College, 1914.

SAMUEL WOOD GEISER, A. B., B. Sc.

BIOLOGY AND GEOLOGY

- A. B. and B. Sc., Upper Iowa University, 1914; Assistant in Biology, *ibid*, 1911-1912; Principal Consolidated School of Brandon, Iowa, 1912-1913; Assistant in Zoology, Upper Iowa University, and Instructor in Biology, Normal School, Upper Iowa, 1913-1914.

GEORGE MONTGOMERY, A. M.

ENGLISH

A. B., Haverford College, 1913; A. M., Harvard, 1914.

JOSEPH H. PEELE, B. S.

ASSISTANT IN ENGLISH

- B. S., Guilford College, 1891; Principal Guilford Graded School, N. C., 1909-1911; Student Summer School, Knoxville, Tenn., 1911; Emerson College of Oratory, Boston, Mass., 1911-1912; Assistant in English and Professor of Public Speaking, Guilford College, since 1912.

ALMA TAYLOR EDWARDS, A. B.

ASSISTANT IN LATIN AND MATHEMATICS

- A. B., Guilford College, 1907; Bryn Mawr College, 1907-1908; University of Virginia Summer School, 1911; Teacher of Latin and Mathematics, Chester High School, S. C., 1908-1910; Teacher of Latin and Mathematics, Pineland School for Girls, N. C., 1910-1914.

JOSEPHINE L. RHOADES

MUSIC

Certificate of Proficiency, University of Pennsylvania, 1901; Director of Music, Williamston College, Williamston, S. C., 1902-1905; Student in Singing, Herbert Wilbur Greene, New York City, Summers 1901-1902-1903; Student in Music Pedagogy, Mrs. Fletcher Copp, Boston, Mass., Summer 1906; Associate Instructor in School Music Education, English Speech and Expression, Philadelphia, 1905-1910; Director of Music, Harcourt Place School, Gambier, Ohio, 1910-1913; Student, Brussels Conservatoire, Summer 1912; Director Music, Guilford College, since 1912.

BLANCHE DAWSON, B. Mus.

VOICE AND ASSISTANT IN PIANO

B. Mus., Greensboro College for Women, 1912; Voice Teacher, Guilford College, 1911-1913; Damrosch School, New York City, 1913-1914.

INEZ WILSON

DOMESTIC SCIENCE

Received Diploma in Household Art from the State Normal, Harrisonburg, Virginia, 1914.

ERNEST GRADY SHORE, B. S.,

PHYSICAL DIRECTOR

B. S., Guilford College, 1914.

OFFICERS

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ALMA T. EDWARDS, A. B.,
SECRETARY OF THE FACULTY

MAUD L. GAINNEY,
SECRETARY TO THE PRESIDENT

Standing Committees of the Faculty

BULLETIN

Geo. W. White, C. O. Meredith, H. Louisa Osborne

THESES AND ORATIONS

A. W. Hobbs, John B. Woosley, George Montgomery, J. F. Davis, J. S. Downing

COURSES OF STUDY

C. O. Meredith, Geo. W. White, Samuel W. Geiser, Alma T. Edwards, H. Louisa Osborne, A. W. Hobbs, Erminie Ayer

LIBRARY

Julia S. White, J. F. Davis, J. S. Downing, George Montgomery, Josephine L. Rhoades, Erminie Ayer

SCHOLARSHIPS AND HONORS

H. Louisa Osborne, C. O. Meredith, Alma T. Edwards

LECTURES AND DEBATES

C. O. Meredith, H. Louisa Osborne, A. A. Dixon

CATALOGUE

C. O. Meredith, A. W. Hobbs, Geo. W. White, Erminie Ayer

RELIGIOUS MEETINGS

J. H. Peele, Geo. W. White, Sarah E. Benbow

SOCIAL

H. Louisa Osborne, J. S. Downing, Erminie Ayer, John B.
Woosley, Sarah E. Benbow

ATHLETICS

E. G. Shore, A. W. Hobbs, J. S. Downing, A. A. Dixon

PRESS

John B. Woosley, Julia S. White, George Montgomery

DISCIPLINE

A. W. Hobbs, H. Louisa Osborne, John B. Woosley, A. A.
Dixon, Alma T. Edwards

GUILFORD COLLEGE

History

The Society of Friends was among the earliest religious bodies to organize a church in North Carolina. Their church records embrace a period of two hundred and sixteen years. In 1696-1698, John Archdale, an English Friend, was Governor of the Colony of North Carolina and South Carolina. George Fox, the founder of the Society of Friends, spent a short time in North Carolina in 1672, and was received with great favor by the colonial officials.

The appeal which the Friends made to each individual in meetings for worship and in all church responsibility naturally called for an educated membership—a true democracy. Accordingly, we find among the Friends of our state early discussions of educational needs and a concern arose in the Yearly Meeting in 1833 for better schools. The eloquent Jeremiah Hubbard pleaded for this cause, and Nathan Hunt, of sacred memory, took the subject under his protecting care. His appeals in behalf of a central school aroused the interest of many Friends in other states, and notably of George Howland, of New Bedford, Mass. The decision was reached to found a

boarding school of high grade to meet the needs of the young people. As a result the present Founders Hall was erected, a substantial, two-story brick building, offering accommodations to both boys and girls.

The founders of the school were careful to select a central locality, and a place well reputed for healthfulness of climate and as free as possible from immoral influences or distractions of any kind. They chose a farm six and a half miles west of Greensboro, in a community of progressive, intelligent people. The school was opened on the first day of August, 1837, there being present the first term fifty students—twenty-five boys and twenty-five girls—and it has been operated from that day forward with no interruption, even during the Civil War.

Scarcely any one who knew New Garden Boarding School thirty or forty years ago and
FARM AND CAMPUS who has not recently visited the old foundation made new by buildings and improved farm and campus, could picture the changed condition.

When thirty years ago David Petty of Archdale, N. C., took charge of the farm, there was little to induce one to expect in the future such results as recent years have shown. David Petty was a farmer ahead of his time, and believed the red lands of Guilford could be improved by deep plowing and frequent cultivation. He inaugurated a system of land cul-

ture which immediately began to bear fruit. He dug up stumps, built the first silo in this part of the country, and began improvement on the land to the east of Founders Hall, which up to that time was almost worthless. Now one may see the five-acre field in alfalfa.

The dairy was developed under his management, and the dairy products became an important part of the table supply and have remained so ever since. The herd of Jersey cattle thus gathered together have helped to enrich the soil, and the enriched soil has added to the crops of hay and corn. The present prospect is toward the stocking of a large part of the farm in grass which will not only yield feed for cattle, but will prevent loss of soil by washing rains, and combine more pleasingly with the campus and thus add to the general appearance of the location.

The aim now is to unify all the resources of the College and turn them to the greatest educational effect. Good farming is a product of better education; and the resources of our state in an agricultural way are to a large extent dormant, awaiting intelligence and energy to bring forth all the supplies needed by our people for consumption, and thus to be the means of vast wealth. Better farming will follow better education and more wealth will ensue, and in turn add more means to education, which will begin another cycle of improvement and service.

In 1887, the demand for larger accommodations and a more extensive course of studies **REORGANIZATION** led to the organization of the institution into Guilford College, and a charter was obtained with authority to confer degrees. Previous to this time Founders Hall had been enlarged and remodeled and fitted for a girls' dormitory. To provide for a boys' dormitory and for class rooms and other academic requirements, the large Yearly Meeting house, erected a few years before, was donated by the Yearly Meeting to the school, and converted into a school building, with lodging rooms for young men on the second floor. This improvised building was destroyed by fire in 1885, and a new academic building was erected on the same foundation, and, in honor of Francis T. King of Baltimore, was named King Hall.

Archdale Hall was built at the same time as a dormitory for young men, and named in memory of the Quaker Governor, John Archdale.

The College began its course in the fall of 1888. During the fifty-two years of the school's existence, many distinguished scholars were engaged in teaching and there was early laid a foundation broad enough and deep enough to prevent in subsequent years any superficial display of pretentiousness, reliance being placed upon the power of inspiring students with the love of truth in the various fields of scholarship.

In this period efforts were made to secure endowment, increase the library and equip laboratories, and found a Museum of Natural History. From time to time additions were made to the permanent funds, English and Philadelphia Friends having supplied an amount equal to ten thousand dollars, now known as the Philadelphia Fund. Many contributions were given from year to year to lessen expenses of students. After the change to Guilford College, funds were solicited for buildings and for the increase of endowment.

In 1891 the Y. M. C. A. of the College made appeals for funds to build a hall, and the result was the erection of the present building.

**Y. M. C. A.
HALL**

In 1897 Benjamin N. and James B. Duke, who were educated at the school, gave ten thousand dollars with which to erect a hall that would accommodate the Natural Science departments and also furnish an auditorium. The building was erected in the year stated, and named Memorial Hall, in memory of their sister, Mary Elizabeth Lyon.

**MEMORIAL
HALL**

New Garden Hall was erected during the summer and fall of 1907, and was built by the Girls' Aid Committee of North Carolina Yearly Meeting to meet the needs of girls who desire an education and who are

**NEW GARDEN
HALL**

willing to help themselves by lessening the expense of living. New Garden Hall has every convenience of a modern home—steam heat, well furnished rooms, large dining-room, and well equipped kitchen. By doing their own work in caring for their rooms and in cooking by turns, the girls in this building live in much comfort and at comparatively small expense. There are twenty-four rooms that will accommodate forty-eight girls. Besides, there are two rooms—one for a nursery and one for a nurse—and living rooms for a matron, and a reception room, all well furnished, supplied with water and lighted by electricity.

In 1908 King Hall was destroyed by fire. This led to the erection of two new buildings—the Library and the rear of what is intended to be a commodious academic building.

The Library building is one of the most attractive of the College group. It is strictly **LIBRARY** modern in all its appointments, with a fire-proof stack room furnished with steel shelving. In addition to this there is a large vault in which are stored the valuable manuscripts of North Carolina Quaker annals.

The reading room is large, airy and well lighted—an ideal place for study. This room is furnished in light quartered oak—reference shelving, tables, periodical racks, desk and chairs all harmonizing with the oak finish of the building. The friezes and busts

recently purchased add much to the artistic effect of the interior.

There are nearly six thousand volumes in the Library, all of which, except about one thousand saved from the fire of January, 1908, have either been purchased or donated since the above named date. The primary object in the selection of books has been use, and, consequently, our facilities for reference work and supplementary reading are especially worthy of comment.

The Library is open daily to students and persons connected with the College. The subscription list not only includes many of our state dailies, but also a goodly number of the best magazines in general literature, as well as those representing special departments of school work. A few foreign publications are also on the list. The Library is well fitted to be what every library should be—the workshop of the College, the center of the intellectual life of the student body.

The rear extension of the proposed new King Hall contains space for eight class rooms
KING HALL and a physics laboratory, and has in the basement the heating plant from which both this building and the Library are heated.

Cox Hall, a dormitory erected in 1912, furnishes
COX HALL rooms—four in a group—for fifty-four young men. The arrangement of this building is ideal, and the accommodations are

strictly up-to-date, each room being supplied with running water, both hot and cold.

The new church—the Yearly Meeting house which was
CHURCH constructed in 1912 on the campus,
located opposite the Y. M. C. A. Hall
—is used for the regular public religious meetings for
the community and the College.

There is also a gymnasium among the group of
buildings, 50 x 76 feet, with gallery.
GYMNASIUM This building is much used by the stu-
dents for indoor training, especially for basketball.

These ten buildings, planned and equipped with much care and expense, provide excellent means for conducting the work of the College; and attention is called to them as an indication of the growth of the College, as well as its promise of continuance of good solid educational work.

For young men, we have three dormitories, and also the cottages for those who desire to lessen living expenses; and for girls, Founders Hall and New Garden. Founders has recently been renewed entirely, except the walls and roof, and made a comfortable, up-to-date home for young women, the expense for which, including heat, has been nearly as great as would be required to erect a new building. New Garden was well planned from the start, and combines many

attractive features as well as the conveniences of a modern dormitory.

For academic work, we have Memorial Hall, containing two laboratories—the chemical and biological—the Museum of Natural History, auditorium, music rooms, two class rooms and the president's office, and the two buildings, the Library and King Hall, which afford good facilities for instruction and study.

To any one who will take time to think about it, the large outlay here represented will reveal a fine equipment for doing good work in the field of education; and these buildings will also show a remarkable expansion and a corresponding improvement made at Guilford College in recent years.

One should also take into consideration the location of these buildings, the large farm owned by the College and the athletic fields, especially the recent work done on the baseball grounds, the making of a running track and the leveling of the inclosed circle to be used as a baseball field; and also the work done recently for the girls' athletic grounds, in the way of leveling and terracing their field west of New Garden Hall. Much more work is to be done in laying out tennis courts for the girls and in leveling the grounds and putting the same in grass, especially the terracing.

The electric plant and system of water supply give the place the conveniences of a city with the advan-

tages of quiet surroundings conducive to study and simplicity of living.

These various and excellent arrangements have been made possible by the generosity and helpfulness of a large circle of friends of Guilford College, and everything has been done with a view to giving young people, young women as well as young men, a healthful and stimulating place at which to spend a few years in substantial educational work and training.

These material equipments represent a pretty large outlay of money and thought, and show that the management has in mind the development and maintenance of an education center that shall stand for all that is best in physical, intellectual and moral training. These buildings and their furnishings are intended to be a solid basis for genuine and thorough educational work, and to show to students and to the public that those who are most vitally responsible for the outcome and general effect of Guilford believe nothing is too good or too expensive that is to go into the moulding of the minds and characters of the young people of our country; that these people deserve the best possible opportunity to become all they are capable of becoming, for their own sakes and for the sake of all those whose lives they will in any way affect.

The location of the College, in the Piedmont Section of the State, one thousand feet above sea, may be considered a part of the material equipment. The supply of pure water, from a well 364 feet deep, is a

means of promoting good sanitary conditions, for nothing is more important in the production of strength of body, of mind and of character than environment. The air we breathe, the water we drink, and the food we consume and the total outlay of energy, thought and money should be so co-ordinated as to exert the greatest possible beneficial effect upon the body of young people whose immediate and future interests are at stake.

Every one needs a comfortable and safe place to live, a place in which the very atmosphere, figuratively speaking, will call the mind to the true and the beautiful and the good, and thus tend, in a very powerful way, to bodily, and mental vigor, and to that ideal of religious activity in which one by losing one's life shall find it.

The encouragement to make still greater provision for the future which has been received
ENDOWMENT from a wide circle of friends and philanthropists, has led to more earnest efforts to increase the efficiency of the College by adding to the permanent funds. From an early period the school has had assistance in a financial way ; but in more recent years the donations to the endowment have been greatly augmented.

In 1905, an appeal was made to Andrew Carnegie and he responded by giving \$45,000 to be used as a permanent fund. The same year Dr. D. K. Pearsons

gave to the College \$25,000 as an endowment to stand for the memory of his friend, Dr. Oliver Woodson Nixon of Chicago, who was a native of Guilford County, North Carolina. The same year, also, Benjamin N. and James B. Duke gave \$15,000 to the endowment, making their total donations to Guilford \$25,000. Among the benefactors is Samuel Hill, who gave \$5,000 in memory of his father, Nathan B. Hill, and \$6,000 subsequently for improvements in buildings and grounds. Dr. Alfred H. Lindley of Minneapolis, created a fund of \$5,000 to the memory of his daughter, Ella Lindley. In 1904-1905 a fund of \$12,000 was established to the memory of Harriet Green, an English Friend who labored much in the Gospel among the Friends of America. The Francis White Fund of \$5,000 is in memory of Francis White, who, in his lifetime, gave assistance and great encouragement to the work of education in North Carolina.

The Jonathan E. Cox fund of \$3,000 was established by his son, J. Elwood Cox—endowment.

The Marvin Hardin fund of \$1,300 was established in memory of Marvin Hardin by the Class of 1904—a scholarship fund.

The William Johnson fund of \$1,500—a scholarship fund.

The Richardson Fund of \$2,758, by will of Joseph S. Richardson—a scholarship fund.

The Fowell B. Hill Fund of \$1,000, by will of Fowell B. Hill—endowment.

The Ezra Murray Meader Fund of \$1,000, by will of Elizabeth Meader White—for mathematical department.

The Francis T. King Fund of \$5,000, by will of Francis T. King—for care of buildings and campus.

The Doctor Dicia Baker Fund of \$5,000, by will of Dr. Dicia Baker—for Girls' Aid Committee of North Carolina Yearly Meeting.

The Susanna Osborne Memorial Fund of \$500—for Girls' Aid Committee of North Carolina Yearly Meeting.

The Wells Fund of \$1,000—scholarship fund.

The total sum of permanent funds—those named above and others—is \$182,000. The value of material equipment, including buildings, furniture, apparatus, and farm with its outfit, is \$148,500.

REQUIREMENTS FOR ADMISSION

Candidates for admission must furnish evidence of good moral character, and those who come from other schools or colleges must furnish certificates of dismissal in good standing.

If from a secondary school, the candidate may be allowed any one of the following alternatives for admission :

1. An entrance examination.
2. A certificate, satisfactory to the Dean, showing that he has won full credit for the required number of entrance units.
3. Permission to register as a special student.

Entrance Examinations

Examinations for admission will be held at 9 a. m. and 2 p. m. on the day preceding the opening of each term, and on Monday preceding commencement.

Entrance on Certificate

When a secondary school furnishes evidence satisfactory to the College that it gives thorough training to its students, the certificate of its principal, filled out

on a form provided by the College, will be accepted as proof of the applicant's preparation. These blank entrance certificates will be furnished on request.

Special Students

A student who gives evidence of fitness to pursue a selected list of courses of study, but who does not seek a degree, may be admitted without certificate or entrance examination. Such an applicant may study special subjects for which he is prepared, or he may take general academic study in preparation for professional education. If he should decide to become a candidate for a degree he must satisfy the regular requirements for admission. In the annual register of attendance each special student is indicated as such, and not as a candidate for a degree.

Entrance Units

An entrance unit is defined as the measure of the work required for completion of one high school subject taken five times each week, in recitation periods forty minutes long, throughout a session of twenty-eight weeks.

Regular Admission

1. For regular admission to full standing as a member of the freshman class fourteen units are required. These must be selected from the list given in the table of entrance subjects on page 29.

2. Candidates for admission to the courses leading to the degree of Bachelor of Arts are required to offer the following subjects for entrance:

English	3	Units
Algebra	1½	Units
Plane Geometry	1	Unit
Latin	4	Units
History	1	Unit
Physiography	½	Unit
Physiology	½	Unit
Electives	2½	Units

3. Candidates for admission to the courses leading to the degree of Bachelor of Science are required to offer the following subjects for entrance:

English	3	Units
Algebra	1½	Units
Plane Geometry	1	Unit
History	1	Unit
Physiography	½	Unit
Physiology	½	Unit
* Language	4	Units
Electives	2½	Units

Conditional Admission

Twelve units of credit will be accepted for conditional entrance to the freshman class. No student will be allowed junior rank with entrance conditions.

Advanced Credit

Students desiring credit for work done in other colleges will be required to submit a satisfactory certificate of such work or submit to an examination.

* Latin, Greek, French or German. Not less than two units in any one language.

Table of Subjects Accepted for Entrance

SUBJECT	TOPICS	UNITS
English A	Grammar and Analysis	1
English B	Composition and Elementary Rhetoric ..	1
English C	Selections of Literature	1
Mathematics A ...	Algebra to Quadratics	1
Mathematics B ...	Quadratics, etc., Binomial Theorem ..	$\frac{1}{2}$
Mathematics C ...	Plane Geometry, complete	1
History A	Ancient	1
History B	Mediaeval and Modern	1
History C	English	1
History D	American	1
Latin A	Grammar and Composition	1
Latin B	Caesar, four books and Composition ..	1
Latin C	Cicero, four orations and Composition ..	1
Latin D	Virgil, four books and Composition ..	1
Greek A	Grammar and Composition	1
Greek B	Xenophon, four books	1
German A	Grammar and Composition	1
German B	Reading and Exercises	1
French A	Grammar and Composition	1
French B	Reading and Exercises	1
Science A	Physical Geography	$\frac{1}{2}$
Science B	Physics	1
Science C	Physiology	$\frac{1}{2}$
Civics	Civil Government	$\frac{1}{2}$

SPECIFICATIONS REGARDING ENTRANCE UNITS

English

English A—Grammar and Analysis One Unit

Spelling, parts of speech, inflection, syntax, structure of sentences, punctuation, use of capital letters, elementary composition.

English B—Composition and Elementary Rhetoric One Unit

Choice of words and their mutual relations, paragraphing and form, different kinds of composition, including letter writing, narration, description, exposition, abundant practice in composition, with readings from masterpieces of American Literature.

English C—Literature One Unit

The student is required to give careful study to the following: Shakespeare's *Macbeth*; Milton's *L'Allegro*, *Il Penseroso*, *Comus*, *Lycidas*, and some of his *Sonnets*; Scott's *Lady of the Lake*; Arnold's *Sohrab and Rostum*; Carlyle's *Essay on Burns*.

The student is required to read two selections from each of the following groups:

I. Genesis, Exodus, Joshua, Judges, Samuel, Kings, Daniel, Ruth, Esther; Homer's *Iliad*; Virgil's *Æneid*.

II. Merchant of Venice; As You Like It; Twelfth Night; Henry V; Julius Caesar; Midsummer Night's Dream.

III. Robinson Crusoe; Vicar of Wakefield; Ivanhoe; House

of Seven Gables; David Copperfield; Silas Marner; Treasure Island; Cranford.

IV. Pilgrim's Progress; Franklin's Autobiography; Parkman's Oregon Trail; Stevenson's Inland Voyage and Travels with a Donkey; Sir Roger de Coverley Papers; Macaulay's Essay on Warren Hastings; Irving's Sketch Book.

V. Gray's Elegy, and Goldsmith's Deserted Village; Coleridge's Ancient Mariner, and Lowell's Vision of Sir Launfal; Scott's Lay of the Last Minstrel; all of Wordsworth, Shelley, and Keats in Palgrave's Golden Treasury; Longfellow's Miles Standish, and Whittier's Snowbound; Tennyson's Gareth and Lynette, Lancelot and Elaine, and Passing of Arthur; Byron's Childe Harold, Canto IV, and Prisoner of Chillon.

Mathematics

Mathematics A and B—Algebra

One and One-Half Units

Covering the four fundamental operations of algebra, factoring, highest common factor and lowest common multiple, fractions, simple equations, simultaneous simple equations, involution and evolution, exponents, radicals, quadratic equations, equations in the quadratic form, ratio and proportion, variation, and progressions.

Mathematics C—Plane Geometry One Unit

Five books and numerous original exercises taken from other sources.

History

In all of the following work a knowledge of historical geography is required. Not more than two units of credit in history will be accepted, the selections to be made from the following:

History A—Ancient One Unit

History of Greece to the death of Alexander, and history of Rome to the overthrow of the empire of the west, or to the death of Charlemagne.

History B—Mediaeval and Modern One Unit

The general history of western Europe from the fifth century, or from the division of Charlemagne's empire, to the close of the nineteenth century.

History C—English One Unit

The political and social history of England from the period of the Roman occupation to the present day.

History D—American One Unit

A general outline of United States history, including the period of discovery and settlement, the growth of the English colonies, the French and Indian wars, the revolution and the adoption of the constitution, the growth and expansion of the union, the slavery conflict, the civil war and reconstruction, and the recent development of the nation.

Latin

Latin A—Grammar and Composition One Unit

Pronunciation, accent, quantity, thorough drill in forms, word formation, syntax, translation of elementary Latin sentences into English, elementary exercises in Latin prose composition.

Latin B—Caesar One Unit

First four books of Caesar's Gallic War, thorough knowledge of its subject matter, familiarity with forms and construction, continued practice in Latin prose composition.

Latin C—Cicero One Unit

Cicero's Orations against Catiline; continued practice in prose composition.

Latin D—Virgil One Unit

Four books of Virgil's *Æneid*, forms and construction of poetry, hexameter verse, continued practice in prose composition.

*Greek***Greek A—Grammar and Composition One Unit**

The forms, inflections, and idioms of Attic prose, syntax, prose composition—one year's work.

Greek B—Xenophon One Unit

Four books of Xenophon's *Anabasis*, study of Greek irregular verbs, syntax, translation of Greek into English and English into Greek. .

*German***German A—Grammar and Composition One Unit**

Grammar, pronunciation, dictation, exercises in translation, both oral and written, and reading of about 100 pages of texts suitable for first year work.

German B—Reading and Exercises One Unit

Continued practice in grammar, dictation, conversation, oral translation from German into English and English into German, and about 300 pages of texts suitable for second year work, along with written exercises in prose composition.

*French***French A—Grammar and Composition One Unit**

Grammar, pronunciation, dictation, exercises in translation, both oral and written, and reading of about 150 pages of texts suitable for first year work.

French B—Reading and Exercises One Unit

Continued practice in grammar, dictation, conversation, oral translation from French into English and English into French, and about 300 to 400 pages of texts suitable for second year work, along with written exercises in prose composition.

Science

Science A—Physical Geography One-half Unit

The knowledge obtainable from a standard school text-book on this subject.

Science B—Physics One Unit

Any standard school text-book, including class work with lecture demonstrations, problem work and simple laboratory experiments.

Science C—Physiology One-half Unit

A standard school text-book, with demonstrations and simple experiments. Special attention should be given to such practical subjects as sanitation, diet, and personal hygiene.

Civics

Civics One-half Unit

A general study of the constitution of the United States and the organization of the executive, legislative and judicial departments of the government; the division of governmental functions between the national and state governments; and the organization and operation of the state governments.

GROUPS OF STUDIES

The groups following are constructed in accordance with (1) the required studies and (2) electives. Besides fulfilling the requisite in required studies the student, in any group, must take at least three years' work in a single subject, known as the major subject. The student will select his group according to the major subject which he prefers. The selection of a group should be determined upon entrance into the sophomore year. Electives entitle the student to select any studies which he may choose not in conflict with the authorized program of recitations, provided always that required studies must take precedence of electives in classification. The program of recitations will conform to the groups as outlined.

It should be noted that all students are required to take one year of Biblical instruction, the groups being so arranged that this may be done either in the junior or the senior year.

Piano music and the course in Banking also stand as electives in any year except the freshman. But the maximum amount of music which a student may elect shall be two courses of not less than one year of either the intermediate or the advanced grades.

Hours Requisite for Graduation

The courses are evaluated by the term hour, which equals one recitation hour a week for a term (half year). For graduation in any course a student will be required to complete work equivalent to 126 term hours.

In each of the six groups of studies the requisite hours for graduation shall be determined by the sum of all the required studies and the electives, as prescribed in the groups respectively.

Degrees

The degree of Bachelor of Arts will be conferred on any student who satisfactorily completes Group AI, AII, or AIII, and the degree of Bachelor of Science on any student who satisfactorily completes Group BI, BII, or BIII, provided in either case said student sustains a good moral character.

COURSES OF STUDY

Group AI—Ancient Classical

FRESHMAN

Livy	4	Tacitus	4
English Ia	4	English Ib	4
Greek	4	Greek	4
Mathematics Ia	5	Mathematics Ib	5

SOPHOMORE

Latin	4	Latin	4
History	3	History	3
English II	2	English II	2
Greek	4	Greek	4
Physics A	4	Chemistry A	4

JUNIOR

Ancient Language	4	Ancient Language	4
Biology	4	Biology	4
German or French	4	German or French	4
Electives	4	Electives	4

SENIOR

Philosophy I	3	Philosophy II	2
German or French	4	German or French	4
Ancient Language	3	Ancient Language	3
Electives	6	Electives	6

Group AII—English Classical

FRESHMAN

English Ia	4	English Ib	4
Livy	4	Tacitus	4
Mathematics Ia	5	Mathematics Ib	5
German or French	4	German or French	4

SOPHOMORE

History	3	History	3
English II	2	English II	2
German or French	4	German or French	4
Physics A	4	Chemistry A	4
Electives	4	Electives	4

JUNIOR

English	3	English	3
Biology	4	Biology	4
Electives	9	Electives	9

SENIOR

English	3	English	3
Philosophy I	3	Philosophy II	2
Electives	10	Electives	11

Group AIII—Political Science

FRESHMAN

History or Livy	4	History or Tacitus	4
English Ia	4	English Ib	4
Physics A	4	Chemistry A	4
Mathematics Ia	5	Mathematics Ib	5

SOPHOMORE

History	3	History	3
English II	2	English II	2
Biology	4	Biology	4
German or French	4	German or French	4
Electives	4	Banking	4

JUNIOR

History	4	History	4
English	3	English	3
German or French	3	German or French	3
Electives	6	Electives	6

SENIOR

Economics	4	Economics	3
Philosophy I	3	Philosophy II	2
Sociology	3	Ethics	4
Electives	6	Electives	6

Group BI—Chemistry

FRESHMAN

Physics A	4	Chemistry A	4
English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib	5
German or French	4	German or French	4

SOPHOMORE

Chemistry I	4	Chemistry I	4
History	3	History	3
English II	2	English II	2
Physics I	4	Physics I	4
German or French	4	German or French	4

JUNIOR

Chemistry II	4	Chemistry II, III	4
Biology I	4	Biology I	4
Electives	8	Electives	8

SENIOR

Chemistry III	4	Chemistry IV	5
Philosophy I	3	Philosophy II	2
Biblical Literature	4	Biblical Literature	4
Electives	4	Electives	4

Group BII—Mathematics and Physics

FRESHMAN

Physics A	4	Chemistry A	4
Mathematics Ia	5	Mathematics Ib	5
English Ia	4	English Ib	4
German or French	4	German or French	4

SOPHOMORE

Mathematics II	4	Mathematics II	4
Physics I	4	Physics I	4
German or French	4	German or French	4
History	3	History	3
English II	2	English II	2

JUNIOR

Mathematics III	4	Mathematics III	4
Physics II or Electives ..	4	Physics II or Electives ..	4
Chemistry I	4	Chemistry I	4
Electives	4	Electives	4

SENIOR

Mathematics IV	3	Mathematics IV	3
Physics III	2	Physics III	2
Philosophy I	3	Philosophy II	2
Biology I	4	Biology I	4
Biblical Literature	4	Biblical Literature	4

Group BIII—Biology

FRESHMAN

Physics A	4	Chemistry A	4
English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib	5
German or French	4	German or French	4

SOPHOMORE

Biology	4	Biology	4
History	3	History	3
English II	2	English II	2
German or French	4	German or French	4
Chemistry	4	Chemistry	4

JUNIOR

Biology	4	Biology	4
Geology	4	Geology	4
Physics or Electives	4	Physics or Electives	4
Electives	4	Electives	4

SENIOR

Biology	4	Biology	4
Philosophy I	3	Philosophy II	2
Electives	9	Organic Chemistry	5
		Electives	4

DEPARTMENTS OF INSTRUCTION

Latin

I. LIVY.—This course embraces two books of Livy with composition weekly. Rapid reading and sight reading on easy passages are employed as tests. Points in history and syntax, together with Livy's style, are emphasized. Four hours a week. Fall term. Freshman.

II. TACITUS.—This course embraces the *Germania* and *Agricola*. Also either the *Poet Archias* of Cicero, or composition, as the case demands, is required. The *Germania* is studied for its intrinsic value as history; the *Agricola* is studied as history and as a biography. The *Agricola* of Tacitus and the *Poet Archias* of Cicero are studied as masterpieces in Latin literature. Four hours a week. Spring term. Freshman.

* III. SELECTIONS FROM VIRGIL.—This course embraces *Georgics* I and IV, and selections from the *Æneid*. In this course it is intended to set forth the principles upon which Latin poetry is based, the hexameter being the simplest and best representative of Latin verse. The selections are made with a view to illustrate Virgil's method of developing a National

* Not given in 1915-1916.

Epic for the Romans. Virgil's style and syntax are an essential part of the course. Four hours a week. Fall term.

IV. SELECTIONS FROM OVID AND PROPERTIUS.—This course embraces selections from the Elegies of Ovid and Propertius illustrative of this department of Latin poetry. The selections from the Metamorphoses of Ovid are very valuable from the mythology which they contain treated in epic form. Four hours a week. Fall term.

V. HORACE.—Many of the Odes and of the Satires and Epistles, and the *Ars Poetica* constitute this course. Poetic peculiarities, sentiment, and elegance of expression in Latin verse are among the things studied. Prosody is an essential part of the work. Four hours a week. Spring term.

VI. CICERO'S TUSCULAN DISPUTATIONS I AND SELECTIONS FROM LUCRETIUS.—This course is given as a study in Roman philosophy. Special attention is called to philosophical thought as expressed by these two authors. The technical meaning of words, and a thorough drill in syntax are emphasized. Four hours a week. Spring term.

VII. ROMAN COMEDY.—This course embraces the *Captivi* and *Trinummus* of Plautus, the *Andria* and *Adelphoe* of Terence. It is the intention of this course to give the student an idea of the fundamental

qualities of Roman comedy. It is in the comedy that one finds daily life depicted, and it is in comedy that the daily speech is used,—two very essential elements toward a correct understanding of the literature of a people. Three hours a week. Fall term.

VIII. TRAGEDY. — This course embraces three Tragedies of Seneca and selections at sight from Gudeman's Latin Literature. Three hours a week. Spring term.

Greek

I. The first term in the study of Greek is devoted to learning the forms of the language, and doing easy exercises from Frost's Greek Primer. In the second term, two books of Xenophon's Anabasis are read.

II. In the second year, the third book of the Anabasis, and about an equal amount of Herodotus are read in the first term. The second term is given to Homer's Iliad.

III. During the first term of the third year Plato's Apology, Crito, and Thucydides are read. The last term is given to New Testament Greek.

For students electing a fourth year in Greek additional reading matter will be furnished according to the wish and efficiency of the class.

German

Students wishing to qualify for German I may present a satisfactory certificate of their school instruction in German, or pass an examination over the work required in German A.

COURSE A.—Course for beginners. The work comprises (1) careful drill in pronunciation, (2) rudiments of grammar, (3) easy exercises in translating into German, (4) frequent writing from dictation, (5) practice in conversation and sight reading, (6) reproduction from memory of short poems, etc., (7) reading of about 150 pages of easy German stories. Among the texts in use are Spanhoofd, Lehrbuch der deutschen Sprache; Müller and Wenkebach, Glück Auf; Storm, Immensee or equivalents. Four hours a week.

COURSE I.—Prerequisite Course A. The work comprises (1) the reading of German stories and plays, (2) continued drill in grammar, (3) practice in prose writing and in translating into German easy variations of texts read, (4) frequent oral and written reproduction of selected passages of texts read. Among the texts in use are Willkommen in Deutschland; Im Vaterland; Goethe, Hermann und Dorothea; Schiller, der Neffe als Onkel; Zschokke, der zerbrochene Krug. Four hours a week.

COURSE II.—Prerequisite Course I. The work comprises (1) reading of German prose and poetry,

(2) translation into German of variations of texts read, (3) continued drill in grammar, (4) constant practice in oral and written reproductions of portions of texts read, as in Course I. Among authors read are Schiller, Lessing, Goethe, Freytag, Kleist. Three hours a week.

COURSE III.—An advanced course in German literature open to those who have completed Course II.

French

Students wishing to qualify for French I may present a satisfactory certificate of their school instruction in French or pass an examination over the work required in French A.

COURSE A.—Course for beginners. The work comprises (1) careful drill in pronunciation, (2) rudiments of grammar, (3) easy exercises in translating into French, (4) writing French from dictation, (5) practice in conversation and sight reading, (6) the reading of about 150 pages of easy French stories. Among the texts used are Chardenal's Complete French Course; Guerber, Contes et Légendes; Labiche, Le Voyage de Monsieur Perrichon, or equivalents. Four hours a week.

COURSE I.—Prerequisite Course A. The work comprises (1) the reading of modern French in the form of stories, plays, historical or biographical sketches, (2) constant practice as in the first year in

pronunciation, grammar, dictation, composition and construction, (3) translating into French easy variations of text read, (4) frequent oral and written abstracts of portions of text already read. Among the texts in use are Fraser and Squair's Grammar, Part II; François Introductory French Prose Composition; Malot, Sans Famille; Daudet, Morceaux Choisis; Lamartine, Jeanne d'Arc; Pailleron Le monde où l'on s'ennuie and others, including at least one text read at sight. Four hours a week.

COURSE II.—Prerequisite, Course I. The work comprises (1) reading of French prose and poetry, (2) constant practice in giving in French oral or written paraphrases, abstracts or reproductions of texts read, special topics, (3) constant practice in dictation, (4) continuation of composition work. Among authors read are George Sand, Scribe, Loti, Hugo, Corneille, Molière, La Fontaine, Madame de Sevigné, Duval, Histoire de la Littérature Française. Three hours a week.

COURSE III.—An advanced French literary course open to those who have completed Course II.

English

English Ia and Ib are required of all freshmen, English II of all sophomores. The other courses are elective.

Ia.—This course covers the principles of rhetoric and composition. Attention is also given to the reading and careful analysis of model prose selections taken from the best English and American writers. Lectures on the history of the English language. Frequent themes. Four hours, first half year.

Text—Genung, Handbook of Rhetorical Analysis.

Ib. ENGLISH LITERATURE.—The second half year presents a general survey of English Literature from the Anglo-Saxon age to the present day. Lectures, readings in class, outside readings and reports. Four hours, second half year.

Text—Moody and Lovett, English Literature.

II. SOPHOMORE COMPOSITION.—Constant practice in the various forms of prose composition. This course also includes some practice in oral composition. In the second half year lectures on the appreciation of literature. Readings from selected authors. Two hours throughout the year.

Text—Wendell, English Composition; Lomer and Ashmun, The Study and Practice of Writing English.

IIIa. ELIZABETHAN DRAMA.—This course is intended to acquaint the student with the drama of the age of Elizabeth. It consists of an historical survey of the drama, a study of the playwrights immediately preceding Shakespeare with respect to their influence upon him, a study of Elizabethan society and play-

houses, and a few of Shakespeare's early plays. Elective. Three hours, first half year.

Text—Neilson, Chief Elizabethan Dramatists.

IIIb. This course is a continuation of IIIa. All the plays of Shakespeare, several of which are studied critically in class. Lectures on his development as a dramatist. Elective. Three hours, second half year.

IVa. NINETEENTH CENTURY PROSE.—During the first half year attention is given to the English prose masters of the nineteenth century, and a more or less critical examination of some of their works. Lectures, readings in class, outside readings and reports. Elective. Three hours a week, first half year.

IVb. NINETEENTH CENTURY POETRY.—Lectures on the lives and works of Coleridge, Wordsworth, Shelley, Byron, Keats, Arnold, Tennyson, Browning, Rossetti, Morris and Swinburne. Lectures, class room discussions, outside readings and reports. Elective. Three hours, second half year.

Va. AMERICAN LITERATURE.—The purpose of this course is to give the student a general survey of American Literature from 1607 to the present day, with a more or less intensive study of the representative writers of each period. Lectures, recitations, outside readings and reports. Elective. Three hours, first half year.

Text—Wendell and Greenough, *History of Literature in America*.

Vb. TYPES OF FICTION IN THE EIGHTEENTH AND NINETEENTH CENTURIES.—Typical movements in the development of fiction writing since 1700. The English novel of manners, the historical novel, romantic and realistic tendencies, the novel of purpose, the psychological romance, and various types of the short story will be studied. Lectures, outside readings and reports. Elective. Three hours, second half year.

Biblical Literature

The work in Biblical Literature consists of a survey of Hebrew and Jewish history, with special studies in the prophetic writings during the fall term. The spring term is devoted to the study of the four Gospels. Four hours a week. One year. Required of all students in their junior or senior year.

History

* I. MEDIAEVAL AND MODERN HISTORY.—In this course the history of Western Europe is studied, outlining the rise of the Papacy, the Crusades, the Renaissance, the Reformation, the French Revolution, and the Development of Modern Europe. Reference work in the Library and reports on special topics form an

^a Not given in 1915-1916.

essential part of the course. Three hours a week. One year. Elective in Political Science Group in freshman year. Required in all other Groups in the sophomore year.

II. ENGLISH HISTORY.—This is a study of the political, industrial and constitutional development of England from the earliest period to the present time. Special attention will be given the State, the English Church, the Puritan Movement, the Colonial System and the Industrial Revolution. Reference work and reports are required. Three hours a week. One year. Alternates with Course I as an elective in freshman year in Political Science Group and as a requirement of sophomores in all other Groups.

*IIIa. CONSTITUTIONAL HISTORY.—This is a study of the formation and development of the United States Government, with a close examination of its present form and workings. It is therefore, a combination of history and advanced civics. A text-book is used, but considerable reference work in the Library is required, the results of which are embodied in themes at regular intervals during the term. The aim is not only to develop a knowledge of the history and workings of the Government, but to stimulate an interest in current political life and its responsibilities. Four hours a week. Fall term. Required in the Political Science Group; elective in junior or senior year in all other Groups.

* Not given in 1915-1916.

*IIIb. CONSTITUTIONAL HISTORY.—The nature and origin of government will be traced, together with the development of the modern states: England, France, Switzerland and Germany. This is followed by a study of the general form and working of these governments, with emphasis on the legislative, administrative and judicial functions. Reference work on the subject matter of the course and the current political and diplomatic situation in Europe is done in the Library and reports made to the class. Each member of the class is required to make an independent study of some government not treated in the class and write a theme on it. Four hours a week. Spring term. Required in the Political Science Group; elective in junior or senior year in all other Groups.

IV. AMERICAN HISTORY.—This is a course in advanced American History, and deals with origins, movements and developments rather than mere incidents and facts. A text-book will form the basis of the course, but broad readings, reports, lectures, and discussions will form the major part of the work. The study will extend throughout the year, reciting four hours a week, but will be divided into two parts, as follows:

(a) Fall term: 1492-1789—Colonial Period, Revolution and Independence, Formation of the Government and Origin of Parties.

* Not given in 1915-1916.

(b) Spring term: 1789-1915—National Development and Expansion, Slavery Controversy, Civil War and Reconstruction, Period Since the War.

Courses IVa and IVb alternate with IIIa and IIIb.

Economics

I. ECONOMICS.—This is a general introduction to the principles of political economy. Its purpose is to give a general understanding of current American economic problems and of the forces underlying our industrial life, thus preparing students for more advanced study and the duties of citizenship. The course consists of text-book, collateral reference work and a theme by each student based on a study of some practical economic problem. Four hours a week. Fall term. Junior or senior.

II. ECONOMICS.—This course is a continuation of Economics I. In it a more thorough study is made of certain phases of political economy, including money and banking, transportation, corporations and the tariff. Four hours a week. Spring term. Junior or senior.

III. SOCIOLOGY.—This course strives to explain the basis of society, the social institutions, social pathology and the remedies, and social psychology and progress. Collateral readings and the study of some current social problem is required of each member of the class. Three hours a week. Fall term. Senior.

Philosophy

I. PSYCHOLOGY.—A course in general psychology seeking to cover the field of mental facts and processes, supplemented by readings and lectures. Three hours a week. Fall term. Senior.

Text—James's Psychology Briefer Course.

II. LOGIC.—Careful attention is given in this course to definitions and explanations of the terms, and much practice in processes of reasoning. Two hours a week. Spring term. Senior.

Text—Jevon's Lessons in Logic.

III. ETHICS.—In this course the trend of Christian ethics will be considered historically, and an attempt is made to find a fundamental basis of moral conduct. The work consists of lectures and notes on assigned readings, together with a theme on some phase of ethical study. Four hours a week. Spring term. Senior.

IV. METHODS OF TEACHING.—The course in Pedagogy is embraced under the designation of Methods of Teaching and consists of a two-hour course each week for the entire spring term of eighteen weeks. Hamilton's "Recitation" is used as a text-book and also James's "Talks to Teachers". By a discussion of these texts in class with special reference to methods as denoted by such expressions as Induction and Deduction, Analysis and Synthesis, a posteriori and a

priori knowledge much valuable instruction is given that will be useful to those who wish to prepare themselves for teaching. Not only is use made of the brief course in Psychology in James's "Talks", but many members of the classes in the course in Methods have had before entering the study all the Psychology contained in James's Smaller Treatise on Psychology with reference also to his complete work in two volumes. The fact is never lost sight of that knowledge of the subject to be taught is an absolutely necessary preparation for successful teaching and is the fundamental factor.

Mathematics

Ia. COLLEGE ALGEBRA.—This course begins with a review of the ground work of elementary algebra, and includes logarithms, undetermined coefficients, the binomial theorem for fractional and negative exponents, permutations and combinations, and a brief introduction to the theory of equations. Five hours. Fall term.

Text—Fine's College Algebra.

Ib. SOLID GEOMETRY.—Three hours. Spring term.

Text—Wells' New Plane and Solid Geometry.

Ib. PLANE TRIGONOMETRY.—Two hours. Spring term.

Text—Wells' New Plane Trigonometry.

II. ANALYTIC GEOMETRY AND ADVANCED ALGEBRA.

—About half the year is spent on Plane Analytic Geometry; about eight weeks on Space Geometry and the remaining ten weeks on determinants and Spherical Trigonometry. Four hours throughout the year.

Text—Smith and Gale's New Analytic Geometry.

III. DIFFERENTIAL AND INTEGRAL CALCULUS.—

Prerequisite, Mathematics II. Four hours throughout the year.

Text—Townsend and Goodenough's A First Course in Calculus.

IV. DIFFERENTIAL EQUATIONS. — Three hours throughout the year.

Text—Cohen's Elementary Differential Equations.

No credit will be given in Courses II, III, and IV for less than a year's work.

V. SURVEYING.—The recitations cover the construction, use and adjustment of the compass, surveyors' and solar transit and level, the use of chains, tapes, rods and other instruments; land surveying, computations, including balancing, supplying omissions, finding areas and dividing land, and United States public land surveys. The field work and computations afford practice chiefly in making a traverse and transit and chain, in leveling, in adjustments of transit and level, and in the computations required to balance and map the traverse. Field work, computa-

tions and mapping; also stadia and plane table work. Three hours. Fall term. Elective.

VI. DESCRIPTIVE ASTRONOMY.—This course aims to give such information concerning the heavenly bodies and the laws by which they are governed as must be secured by every one who aspires to the possession of a liberal education. The student learns the method of determining the figure, dimensions, distances, motions, physical character, and telescopic appearances of the bodies constituting the solar system, nature of comets, meteors, stars, nebulae.

A small telescope, a solar transit, a student's spectrometer, sextant, clinometer, and sundial enable students to supplement their work with interesting observations as are required. Two hours a week. Spring term. Elective.

Physics

During the past year the Department of Physics has installed in the south room in the basement of King Hall, a $3\frac{3}{4}$ kilowatt, 110-volt D. C. generator, a 6 horse-power oil engine, and a rotary vacuum pump and compressor. A generator, driven by the engine, delivers current to the two rooms occupied by the Physics Department in King Hall, to the lecture room of the Chemistry and Biology Departments, and to both of the Chemistry laboratories. A 14-volt storage battery current is also available in all of the above mentioned rooms. The rotary pump furnishes either

compressed air or a vacuum in all the rooms of the Chemistry and Physics Departments, and is also used to pump gas from the generator in Memorial Hall to a storage tank in King Hall, thus supplying the Physics laboratory with gas.

A. An elementary general course including textbook work, individual laboratory measurements, lecture experiments and problem work making use of Algebra and Plane Geometry. This course is intended as an introduction to Physics I and is not equivalent to a half year's work in that course. Required of all freshmen who do not present Physics for entrance. Four hours. Fall term.

Text—Carhart and Chute's First Principles of Physics.

I. This course is open to those who have completed Physics A or its equivalent and who have a good working knowledge of Plane Trigonometry. Mechanics, heat, sound, light, electricity and magnetism are studied in detail. In this course at least one period of laboratory work is required each week. Four hours throughout the year.

Text—Carhart's College Physics.

II. ELECTRICITY AND MAGNETISM.—A lecture and laboratory course in Electricity and Magnetism. In this course special attention will be given to the examination of specimens of iron, plotting hysteresis curves,

measurement of capacity, quantity inductance, electromotive force, etc. Four hours throughout the year.

III. MECHANICS.—Theoretical Mechanics with laboratory work. Two hours throughout the year.

No credit will be given in Courses I and II for less than a year's work.

Biology and Geology

For all four-hour courses in the department, six periods of laboratory work are actually required, together with one quiz and two lecture periods per week.

Students intending to major in the department are advised to elect, as far as possible, Physics, Mathematics, Chemistry, and Modern Languages. The claims of Greek, and especially Latin, can hardly be too strongly urged in the preparatory work of the student.

I. GENERAL BIOLOGY.—A careful laboratory study of a large number of selected animals and plants; lectures on systematic Botany and Zoology, and on the relation of plants and animals to man; required readings on the philosophy and history of Biology, with suggested collateral readings. *No credit is given for less than a full year's work.*

Texts—Abbott's *General Biology*; Loey's *Biology and Its Makers*, and others. Four hours throughout the year.

*IIa. MAMMALIAN ANATOMY.—Based on the dissection of the cat. Lectures and demonstrations on Comparative Anatomy of Vertebrates. In the last few weeks the student is given an opportunity to learn simple micrological technique. The course is of especial value to those intending to study medicine.

Texts — Davison's *Mammalian Anatomy, with Especial Reference to the Cat*; Wilder's *Mammalian Anatomy*, and others. Fall term. Four hours.

*IIb. EMBRYOLOGY.—A study of the development of the chick, and either a frog, necturus, or amia. Morgan's *Development of the Frog's Egg*, and Lillie's *Development of the Chick*, are used as bases of work. The results to be expected from Experimental Zoology are emphasized, and an encouragement given toward such study. Collateral reading. Spring term. Four hours.

IIIa. PLANT BIOLOGY.—An intensive study of the morphology and physiology of some one class of plants is made. For 1915-1916, the Algæ will be studied—a cytological course; there will be some training in methods of plant micrology.

Texts by Ward, Coulter-Barnes-Cowles, Wolle, Collins, and others will be used.

Fall term. Four hours.

* Offered 1915-1916, if three enroll for course.

IIIb. BACTERIOLOGY AND SANITATION.—This course consists of a study of the methods of cultivating and isolating bacteria. Both free-living and parasitic bacteria will be studied. Readings and lectures on sanitation and the conquest of disease will follow the study of bacteriological methods.

Texts—Ellis' *Bacteriology* and manuals.

Spring term. Four hours.

IV. GEOLOGY.—Recitations, laboratory and field work, together with collateral reading. The common rocks and minerals are studied and identified, their dynamic, structural, and historical geology is studied in connection with field trips, stereopticon illustrations, and the examination of fossils in the museum. Four hours a week throughout the year. No credit for less than a year's work.

Text—Chamberlin and Salisbury's *College Geology*, with references to the author's larger work. Prerequisites, Biology I, Physics A, Chemistry I.

Chemistry

A. The work covers the ground of an elementary course and is an introduction to Chemistry I. The general principles of the subject are taken up and many of the applications of chemistry to daily life are discussed. The lectures and recitations are accompanied by numerous experimental demonstrations. Required of all Freshmen except those electing Groups AI and

AII, and required of those students in their Sophomore year. This course is not the equivalent of a half year's work in Chemistry I. Lectures, recitations and laboratory work. Four hours. Second half year.

I. GENERAL CHEMISTRY.—This course consists of a thorough study of the more important elements and their compounds. In general, there will be two lectures or recitations and two laboratory periods each week. The laboratory work consists of the preparation and study of the properties of the non-metallic elements and their compounds. The lectures and recitations are accompanied by many experimental demonstrations. Required Sophomore year of all students electing the Chemistry Group and Junior year of all students electing the Physics and Mathematics Group. No credit will be given for a half year's work in this course. Four hours the entire year.

Text—Alexander Smith, General Chemistry for Colleges.

II. QUALITATIVE ANALYSIS.—This course is as practical as possible, consisting of a thorough study of the methods for the separation and detection of the bases and acids. Analyses are made of simple salts and minerals. There is at least one lecture or recitation each week. Prerequisite, Chemistry I. Four hours or more by arrangement.

III. QUANTITATIVE ANALYSIS.—Analyses of pure salts are made by the simpler gravimetric and volumetric methods, as well as complete analyses of ores and technical products. Prerequisites, Chemistry I and II. Four hours or more by arrangement.

IV. ORGANIC CHEMISTRY.—This course consists of a study of the principal compounds of carbon and their derivatives. In general, there will be three recitations and two laboratory periods of three hours each per week. This course is required of all students in the Chemistry Group and will be useful to students of biology and medicine. Five hours. Second half-year.

Text—Remsen, Organic Chemistry.

V. ADVANCED QUANTITATIVE ANALYSIS.—This is a continuation of Course III, and consists of the analysis of water, milk, steel, fertilizers, etc. Hours to be arranged.

VI. CHEMISTRY OF FOOD AND NUTRITION.—This course will comprise a study of the organic and inorganic foodstuffs, the changes which they undergo in body metabolism, the energy value of different foods and their economic value. As far as time will permit, additional topics, such as the Pure Food Law and the manufacture of some of the more important food materials are taken up. Lectures, laboratory work and outside reading. Prerequisite, Chemistry A. Four hours. First half-year.

GUILFORD COLLEGE BULLETIN

EDITORS:
THE PRESIDENT AND A COMMITTEE OF THE FACULTY

ALUMNI NUMBER
1914-1915

PUBLISHED QUARTERLY BY GUILFORD COLLEGE,
GUILFORD COLLEGE, N. C.

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1898-'99	John T. Benbow Elizabeth M. Meader (White)
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1900-'01	Ottis Mendenhall Henryanna Hackney (White)
1901-'02	Ottis Mendenhall Annie F. Petty
1902-'03	Ottis Mendenhall Annie F. Petty
1903-'04	Ottis Mendenhall Annie Blair (Allen)
1904-'05	Ottis Mendenhall Annie Blair (Allen)
1905-'06	Ottis Mendenhall Emma King
1906-'07	Ottis Mendenhall Emma King
1907-'08	J. Oscar Redding Emma King
1908-'09	L. Lea White Alice Cartland (Lewis)

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1910-'11	Dudley D. Carroll Emma King
1911-'12	Dudley D. Carroll Gertrude Wilson, (Coffin)
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1913-'14	Joseph D. Cox Margaret Davis
1914-'15	Henry A. White Margaret Davis
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GUILFORD COLLEGE BULLETIN

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

VOLUME VIII EIGHTH MONTH, 1915

No. 2

ALUMNI NUMBER

MINUTES OF THE AUGUST MEETING

The Guilford College Alumni Association met in Founders Hall, August 8, 1914. A brief outline of the work of the various committees was given by the chairman of each. Royal J. Davis, of the New York Evening Post, made a talk, suggesting means for more effective publicity for the college. He said that the news items should be readable and contain matter of outside, as well as local, interest and that pictures should be used as a means of publicity.

In order to show an interest and concern in the protection and care of the campus and trees the following resolution was adopted and sent to the Yearly Meeting and Monthly Meetings' Committee on House and Grounds:

«The Guilford College Alumni Association in session at Guilford College, N. C., August 8, view with great concern the injury and destruction of trees on the college campus and pass the following resolution:

Resolved: That the Yearly Meeting's Committee and the Monthly Meeting's Committee on House and Grounds be requested to prohibit the hitching of horses to trees on college campus and monthly meeting grounds and the proper facilities be provided for the same in the way of posts and blocks. »

The meeting then adjourned.

HENRY A. WHITE, '94, President.

MARGARET DAVIS, '09, Secretary.

MINUTES OF THE MAY MEETING

The Guilford College Alumni Association met in Founders Hall, May 31, 1915 at 7:30 p. m.

The House was called to order by President White. By consent the roll call by classes was omitted, there being over forty members present.

The reports on the following pages were then read and accepted:

PRESIDENT'S REPORT

You will recall that at our last annual meeting principal stress was laid on these two points:—1st, the immediate and far reaching necessity of more effective publicity for Guilford, and 2nd, the enlistment of the interest of each class in some particular line of endeavor for College betterment.

It is a pleasure to see that some headway has been made along these lines, especially the first mentioned.

The establishment of «The Guilfordian», under the efficient supervision of the English Department of the College is the biggest stride ahead for the cause of «THE GUILFORDIAN» publicity that has been made in the past ten years.

This live, weekly paper affords an up-to-date medium for a closer relation of faculty, student body, alumni and old students than has before existed at Guilford. But, as a tool or machine of any kind has to be put to actual work in service to prove its efficiency, so I commend to all of us the use of «The Guilfordian» to bring about the results that are so desirable. Support it with your subscriptions, speak a good word for it when you meet with old college chums and don't

fail to send the editorial staff frequent articles, not only news items that will be of interest to us all, but also your views along lines of constructive endeavor or friendly criticism. As a free exchange of thought and untrammelled discussion and a means of conserving that great store of interest and loyalty of Guilfordians it has great possibilities.

However good in itself, for purposes already mentioned, no College paper is likely to reach and impress the outside public with the standing and ideals of an institution. What constitutes effective advertising for a College among people whom it is desirable to reach was ably treated at our August meeting by Royal J. Davis, one-time member of the Guilford faculty, but now on the Editorial Staff of «The New York Evening Post», who by virtue of his position is an authority on the subject. Mr. Davis' discourse I considered so complete and valuable and his treatment of the subject so dignified withal, that I asked him to put his remarks in the shape of an article for publication in our next Bulletin. I received the manuscript a few day ago and hope it may prove a guide in shaping the future publicity policy of the College.

Certainly Guilford is rich in historical incidents and folklore as we have seen in the excellent pageant presented by the Senior Class this afternoon. Miss Josephine L. Rhoades, Music Director of the College, the author of this historical play and the moving spirit in its rendering, was quick to see and appreciate the varied and exceptionally choice material at hand for such a production. This work of Miss Rhoades, which will be added to the Archives in our Library, is of lasting quality and I voice the appreciation of every Guilfordian in thanking her for this contribution to the history of Quaker education in North Carolina, which she has given us by dint of painstaking labor and much thought and research. Such

In all courses in Chemistry, except Course IV, one laboratory period consists of two and one-half actual hours.

A breakage fee of 50 cents, which is included in the term fee, is required of all students in the Chemistry Department.

Bookkeeping and Banking

MODERN ILLUSTRATIVE BOOKKEEPING.—A course in practical work with checks, drafts, notes, deposits, discounts as practiced by progressive business houses in Double and Single Entry Systems and Special Column Journalizing, with balance sheets and business statements. Full set of blank books, commercial papers, college currency and forms are furnished the student for practice in bookkeeping.

When preparing for Banking, students should select Bookkeeping, History, English, Physics, Economics and read "Money, Banking and Finance", "Commercial Law", and "Management of Business Houses".

MODERN ILLUSTRATIVE BANKING AND BANK ACCOUNTING.—This course consists of a detailed account of the organization, management and most approved practice in banking as to actual work of each department and proofs for same, using forms and vouchers and regular bank books for each day's work. Lessons

on the Burroughs adding machine will supplement this work.

Bookkeeping, Fall Term. Banking, Spring Term.
Certificate granted for completing the course.

The extra charge of \$10.00 per term includes blanks and vouchers. Required in Course AIII, and can be elected in any course.

Department of Music

I. MUSIC APPRECIATION.—Open to all students. One hour through the year.

This course is designed for those who have not and never expect to have any technical proficiency. Its purpose is to develop intelligence in listening to music and to present those musical topics with which a well informed person should be familiar.

II. FOUNDATION PRINCIPLES.—Open to all students. Two hours through the year.

This course, or its equivalent, is necessary for admission to Practical Course (A) Piano Playing. It assumes that the student knows nothing about music practically or theoretically. It includes methods for learning the keyboard and staff; measure, meter, rhythm, accent; major and minor scales; principles of fingering; of touch; intervals; ear-training; key-tonalities; phrasing; keyboard harmony.

III. PRACTICAL COURSES. (A) Piano Playing; (B) Singing; (C) College Chorus. Course A is open to students who have completed Course II or its equivalent. Students accepted in Courses A and B are required to take Courses I (Music Appreciation) and C (College Chorus). Credit toward the B. A. degree will be given in Courses A, B and C, provided the work done is sufficiently advanced in character. Courses A, B and C, two lessons each per week, through the year.

(A) Piano Playing. Emphasis is laid upon the following points: Principles of Practice, Harmony and Harmonic Analysis, Form and Melody Writing, Sight-reading, Varieties of Touch, Ear-training, Interpretation, General Musicianship.

(B) Singing. Emphasis is laid upon training the ear to hear and the speech organs to form well-shaped vowels and distinct consonants; placing the tone to secure purity, resonance and color; principles of interpretation.

(C) College Chorus. Conditions for entering are sufficient talent and knowledge along the lines of voice and instrument to be of value to the organization. Intended to make possible the singing of some vocal masterpiece.

IV. MUSIC EXTENSION. To cooperate in an effort now being made by the North Carolina Music Teachers' Association, to standardize the teaching of music

throughout the state, rural teachers are invited to affiliate with our music department with a view of submitting for examination the work of their individual pupils. Information respecting this course will be sent upon request.

NOTE.—The subject of Harmony is treated in Courses II (Foundation Principles) and (A) Piano Playing. The subjects of History of Music and Analysis in Course I (Music Appreciation).

Domestic Science

The Department of Domestic Science affords excellent opportunity to young women not only for learning how to do cooking in the best way to secure wholesome food, but also for the economic management of a household. The department includes classes also in sewing.

Girls pursuing this subject may make it elective one hour each term; that is, credit in Domestic Science may count for work towards completing a course for graduation.

Public Speaking

There is a careful study of phonics, articulation, emphasis, tone color, etc. Physical culture is emphasized, since a healthy body is indispensable to the successful public speaker, whose mind and voice must be clear. Since an appreciation of an author's thought

and a clear insight into its arrangement is regarded as the foundation for intelligent public reading, standard selections from literature are carefully analyzed. The ideal we strive to attain is conversational directness. One should speak to an audience as naturally as one talks in private conversation. Affectation and mechanical imitation are disparaged. The student is encouraged to fill his words with thoughts of his own and to fix the attention of the audience upon his subject rather than upon himself.

A short time is given also to the study of parliamentary law. Elective. Three hours per week throughout the year.

THE PREPARATORY SCHOOL

A course of training for students who come to us unprepared for college classes has been arranged and embraces the following subjects:

FALL TERM		SPRING TERM	
English B	4	English B	4
English C	4	English C	4
Primary Latin	5	Primary Latin	5
Caesar	5	Caesar	5
Cicero	5	Virgil	5
Algebra B	5	Algebra B	5
Plane Geometry	5	Plane Geometry	5
Ancient History	4	Ancient History	4
Bookkeeping (Elective) ..	3		

English

B. Pupils are required in the second year preparatory to study technical English grammar, Elementary Rhetoric, masterpieces in English and American Literature, and Composition. Memory work and outside reading are both required.

C. The third year in English prepares for entrance to the freshman class in College. For the year 1915-1916 the following will be required:

FOR STUDY. — Shakespeare's *Macbeth*; Milton's *L'Allegro*, *Il Penseroso*, *Comus*, *Lycidas*, and some of

his Sonnets; Scott's *Lady of the Lake*; Arnold's *Sohrab and Rustum*; Carlyle's *Essay on Burns*.

FOR READING.—(Two must be selected from each group.)

I. Genesis, Exodus, Joshua, Judges, Samuel, Kings, Daniel, Ruth, Esther; Homer's *Iliad*; Virgil's *Æneid*.

II. Merchant of Venice; As You Like It; Twelfth Night; Henry V; Julius Cæsar; Midsummer Night's Dream.

III. Robinson Crusoe; Vicar of Wakefield; Ivanhoe; House of Seven Gables; David Copperfield; Silas Marner; Treasure Island; Cranford.

IV. Pilgrim's Progress; Franklin's Autobiography; Parkman's *Oregon Trail*; Stevenson's *Inland Voyage and Travels with a Donkey*; Sir Roger de Coverley Papers; Macaulay's *Essay on Warren Hastings*; Irving's *Sketch Book*.

V. Gray's *Elegy* and Goldsmith's *Deserted Village*; Coleridge's *Ancient Mariner* and Lowell's *Vision of Sir Launfal*; Scott's *Lay of the Last Minstrel*; all of Wordsworth, Shelley, and Keats in Palgrave's *Golden Treasury*; Longfellow's *Miles Standish* and Whittier's *Snowbound*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *Passing of Arthur*; Byron's *Childe Harold*, Canto IV, and *Prisoner of Chillon*.

Latin

Three years in Latin are given in the Preparatory School.

I. PRIMARY LATIN.—This is a five-hour course throughout the first year and embraces all the essentials preparatory to a study of higher Latin.

II. CAESAR'S GALLIC WAR AND LATIN COMPOSITION.—This course extends through the second year, embracing four books, I-IV. Composition weekly. An effort is made to develop a ready reading knowledge of Latin. Attention is given to pronunciation, word-forms, case-syntax, moods, tenses, and indirect discourse. Military matters and the geography of the texts are emphasized. Five hours a week.

III. CICERO AND COMPOSITION.—This course embraces the four Orations against Catiline. Composition weekly. Thorough grounding in prose construction is aimed at on the linguistic side. Oratorical style, historical and biographical setting are considered.

IV. VIRGIL AND COMPOSITION.—This course embraces four books of Virgil. Composition weekly. Thorough drill in syntax, poetic peculiarities, and prosody are aimed at.

History

One year of History is required of all preparatory students. This is a course in Ancient History, including Oriental, Greek and Roman.

Mathematics

ALGEBRA B.—Involution and evolution, exponents, radicals, quadratic equations, equations in the quadratic form, ratio and proportion, variation, and progressions. Five hours throughout the year.

Text—Durell and Robins' School Algebra Complete.

PLANE GEOMETRY.—Prerequisite, Algebra A and B. Five books and numerous original exercises taken from other sources. Five hours throughout the year.

Text—Wells' New Plane and Solid Geometry.

The Museum

The Cabinet of Natural History Specimens is one of the most interesting features of the institution. The collection has been formed more especially with reference to giving assistance in class room work than to making a display of peculiar relics. It is a working cabinet rather than a collection of curiosities. We find it indispensable as a means of furnishing examples and illustrations for the various branches of natural history.

Among the most valuable specimens may be mentioned:

The collection of minerals containing more than two hundred varieties.

Specimens of limestone, including stalactites, stalagmites, and other formations from the Mammoth, Luray, and Wyandot Caves.

A number of rocks, representing igneous, metamorphic, stratified, and glaciated specimens.

A collection of fossils, numbering several hundred, giving a good idea of both animal and vegetable life in the Paleozoic, Mesozoic, and Cenozoic eras.

Volcanic Specimens.—The best of which are from the Sandwich Islands and Mount Vesuvius.

Corals.—More than one hundred specimens from the islands of the Pacific, and Florida.

Shells.—Comprising more than one hundred and fifty land and water species.

Marine Animals.—Consisting of fishes, star-fishes, sea urchins, crabs, etc.

Archaeological Specimens.—More than one thousand in number.

A collection of casts of prehistoric implements, numbering over one hundred specimens, a donation from the Smithsonian Institute. The collection illustrates the development of man through the stone, polished stone, and bronze ages.

Mounted Animals.—One hundred and seventy-five mounted birds and animals. Among them are eleven species of hawks and owls, thirteen species of wild duck taken in North Carolina, a pair of wild turkeys, a buffalo head, a large beaver, a wild cat, two minks, an alligator, and other animals. Also one hundred skins of birds and mammals used in class work.

In collecting for the cabinet great care has been taken to obtain such specimens as will aid in the study of zoology and kindred subjects.

Our cabinet contains more than two hundred varieties of birds' eggs, numbering over 1,200 individuals. This collection includes not only the eggs of our North American birds, but the most prominent orders of South America, Europe, Asia, and Africa. The eggs of the guillimots from the Faroe Islands, and the gulls and auks of Labrador and Iceland are perhaps the most rare. There are also eggs of more than

thirty specimens of raptores from the United States, Canada, Mexico, Europe, and Asia.

The ostrich eggs from Africa and the penguin from South America are the most valuable.

We would take this occasion to request any friends of the College, who have material to spare for a cabinet, to donate or deposit it. In either case they will be duly credited, and the specimens will be well cared for and freely used in different departments.

COLLEGE ORGANIZATIONS

The Henry Clay and Websterian are composed of young men, and the Philomathean and the Zetasian of the young women.

LITERARY SOCIETIES These societies afford an opportunity for the development of the power of extemporaneous speaking, for training in parliamentary rules, and general culture. The efforts which have been made for improvement during the year are worthy of praise.

While under the control of the denomination of Friends, Guilford College is non-sectarian. In accordance with the purpose of the founders, the religious life of the institution has ever been fostered with earnest solicitude, and its religious influence has been positive and in harmony with evangelical Christianity.

RELIGIOUS PURPOSE Aside from Christian character, no amount of intellectual training can prepare young men and women for usefulness in life. The College, therefore, regards it of the utmost importance that a positive, healthy, religious life be maintained.

Each school day is entered upon with devotional exercises, in which, by reading from the Bible or other suitable works, or by brief talks and such other exercises as seem most appropriate, special effort is made to promote holiness of life.

All students are required to attend the regular meetings for worship held once a week. Prayer meetings are held each week.

The Young Men's Christian Association, and also the Young Women's, have a large active membership, and exercise a strong and wholesome religious influence. These associations conduct Bible classes, missionary study classes and hold religious meetings; all of which are helpful in maintaining an active religious interest throughout the student body.

The Joseph Moore Science Club was organized a few years ago to offer opportunity to students and members of the faculty who wish to do special work in science. Meetings are held every two weeks, at which lectures are given or discussions held on important phases of modern science.

For the purpose of stimulating interest in literary matters outside the curriculum proper, there is an organization known as the Guilford College Literary Club, which meets every second week during the school year. The meetings are informal, and are participated in by both students and members of the faculty.

The Biblical Seminar is an organization of young men, who hold bi-weekly meetings and devote themselves to discussion of topics relating to the work of the Christian ministry.

SEMINAR

The Athletic Association is an organization whose purpose is to have oversight of the athletic interests of the College, embracing all the forms of physical culture maintained at the College, as baseball, basketball, lawn tennis, and track athletics.

ATHLETICS

The Alumni Association is organized with the following officers: President, Henry A. White, '94; Vice-President, John B. Woosley, '12; Secretary, Margaret Davis, '09; Treasurer, A. A. Dixon, '09; Registrar, Julia S. White, '91.

ALUMNI

The purpose is to extend aid to the College in various ways.

A loan fund has been created by the Association for assisting students.

The Association has committees on Athletics, the Campus, Literary Productions, all of which, with the Executive Committee, are engaged throughout the year. The Association publishes the August Bulletin, in which reports of the year's proceedings can be found.

Scholarships

Bryn Mawr College offers yearly to the young woman of the graduating class making the highest average grade a scholarship of the value of four hundred dollars. **BRYN MAWR** The candidate is selected on the ground of excellence in scholarship, and must have been a student at Guilford at least two years.

Haverford College offers annually to the young man of the graduating class making the highest average grade a scholarship of three hundred dollars. **HAVERFORD** No one will be considered eligible as a candidate who has not been a student at Guilford College at least two years.

The Class of 1904, in memory of their esteemed member, Marvin Hardin, whose beautiful life amongst us was brought to a close in October, 1907, have endowed an annual tuition scholarship, the same to be awarded to the sophomore making the best average in the sophomore studies, said amount to be available in the spring of the senior year, and only upon the condition that the student winning the money remain at Guilford during the junior and senior years. **MARVIN HARDIN**

This scholarship was awarded in 1914 to Laura Etta Davis.

Prizes

The four literary societies, the Websterian, the Henry Clay, the Philomathean, and the Zetasian, each award two prizes every year—an orator's prize and a prize for improvement. These incentives to improvement in debate and composition serve a good purpose in promoting the literary interests of the membership.

The Class of 1905 have established a prize to be awarded each year to the member of the freshman class who delivers the best declamation at a contest held near the close of the year.

Honors

Members of the freshman and of the sophomore classes, pursuing a regular amount of work, whose grades do not fall below 90 per cent. in any subject, shall be entitled to "Honors".

Members of the junior class who receive an average grade of 95 per cent. in their major work and do not receive a grade below 90 per cent. in any subject, shall be entitled to "Special Honors".

Those members of the senior class who have received "Special Honors" in their junior year, and whose average grade in the senior year does not fall

below 95 per cent., shall be entitled to "Highest Honors".

No honors shall be bestowed upon a student whose deportment is unsatisfactory.

College Paper

The literary societies publish a weekly paper called The Guilfordian, which gives the college news and is a valuable means of keeping the alumni and old students and friends of the college posted as to what is going on at the college.

EXPENSES

The statement below embraces the entire necessary cost of attendance at Guilford College, except for books and stationery. No attempt is made to make a student's expenses appear less than they will actually be.

College Department

Board, tuition and laundry, each term\$104.50

Payable in advance as follows:

September 7th\$55.00

November 6th 49.50

January 22nd 55.00

March 25th 49.50

Preparatory Department

Board, tuition and laundry, each term\$ 99.50

Payable in advance as follows:

September 7th\$53.00

November 6th 46.50

January 22nd 53.00

March 25th 46.50

These figures, \$209.00 or \$199.00 for a year, cover all charges for comfortably furnished rooms in Archdale Hall, Y. M. C. A., or on the third floor of Found-

ers Hall, two students in a room, single spring beds, one 16 c. p. electric light, fuel, board, laundry, bath, use of nursery in case of sickness, and tuition in all regular courses. In case of protracted sickness a charge will be made for medical treatment.

Tuition per Term

In College Department, first payment	\$17.50
In College Department, second payment	15.00
In Preparatory Department, first payment	15.00
In Preparatory Department, second payment	12.50

Extra Charges per Term

Room rent on second floor Founders, extra for each student	\$5.00
Room rent in Cox Hall, extra for each student	8.00
Chemistry A or VI	3.00
Chemistry I or IV	5.50
Other Courses in Chemistry	7.50
Biology	2.50
Astronomy	1.00
Surveying	1.00
Physiology . . . . .	.50
Physics A	3.00
Other Courses in Physics	5.00
Bookkeeping or Banking	10.00
Domestic Science—Sewing	5.00
Domestic Science—Cooking	5.00
Public Speaking	3.00

Persons rooming alone are charged extra.

All extra charges and fees are due in the first payment of each term.

Meals to the sick in rooms, except in nursery, will be charged extra.

A graduation fee of \$5.00 is charged at the close of the college course.

Students who have their laundry done at home and who are absent from the College each week from Friday evening to Monday morning are allowed \$10.00 reduction each term.

No reduction will be made for absence for the first two weeks at the beginning or for the last two weeks at the close of a term.

Charges for Music

Course I, Music Appreciation. In class, per	
term	\$ 2.50
Course II, Foundation Principles. Two lessons	
a week, per term	20.00
Course III, (A) Piano Playing, two lessons a	
week, per term	20.00
(B) Singing, two lessons a week, per term	20.00
Piano Playing or Singing, one lesson a week ..	12.50
(C) College Chorus (charge for sheet music only).	

Use of piano for practice, one period daily, per term	2.50
Each additional period, per term	2.00
Certificate for graduation in music	2.00

Club Rates for Board

To meet the demands for cheaper living, arrangement has been made by which young men can furnish their own provisions and board at cost. A dining hall has been prepared for this purpose. The rooms in cottages are furnished with stoves, bedsteads, mattresses, chairs, tables, and electric lights. The charge of \$15.00 per term for each student covers room rent and wages of a cook, wood sawed right length for stove, electric lights and use of bath. The club must meet expense of splitting wood and bringing in wood and water for cook room, and each boy must keep his room swept. Provisions may be brought from home and their market value received in credit.

Under this plan of boarding, expense for board need not exceed cost for each student. Students who avail themselves of this system live well, and have the same advantages and are under the same regulations as those who board in the College.

If young men wish to board in the club and room in Archdale Hall or in the Y. M. C. A. Hall, the charge for room rent, laundry and cooking will be \$24.50 per term for each student.

Girls may enter New Garden Hall on the following terms: Each girl agrees to perform cheerfully and satisfactorily her allotted part of the household duties, to pay to the Treasurer of the College \$12.00 per term room rent and to the Matron of New Garden Hall cost monthly, in advance, for board. Board may be paid in provisions at market prices or in money.

Payment of Bills

Payment of all bills for each term must be made in advance.

Students, when they enter at mid-term, will be charged from the time of entering until the close of the term, except by special arrangement. In case a student is absent from College on account of protracted sickness of ten days or more a pro rata part of the money paid will be refunded on presentation of a physician's certificate that he is not able to return. If a student should leave the institution for any other cause or be expelled or suspended, he will forfeit the money advanced.

All communications relating to financial matters should be addressed to the Treasurer, George W. White.

MISCELLANEOUS

Within twenty-four hours after arrival at the College all students are required to procure a registration card and meet the Treasurer and make satisfactory arrangement for the settlement of bills.

At the beginning of the term, students are expected to observe all the regulations of the College from the time of their arrival. Before taking meals in the dining-room they must enroll their names upon the register in the Treasurer's office. A strict observance of this regulation is expected.

Students who prefer to do so may board and lodge outside the College buildings, at such places as are satisfactory to the faculty, and under such regulations and restrictions as may be prescribed.

Students engaging rooms at the beginning of any term are not at liberty to withdraw to any other boarding place during that term.

The fact that students board outside the College gives them no exemption from attendance upon study hours, morning collection, meetings for worship, Scripture classes, or lectures.

If any student wishes to have an open account for books, it is requested that a deposit of five dollars be made to his or her credit in the book and stationery

department. A full statement of purchase can be secured at any time and balance due remitted to Mary E. W. White, who has charge of this department. The bookstore is open Monday, Wednesday and Friday of each week, 8:00 to 10:00 a. m., and 1:00 to 2:00 p. m.

Boarders furnish pillow, white linen and all covering for their beds, also their own soap, towels, and table napkins.

Great care in all the household arrangements is taken by the Matron for the accommodation and comfort of the students.

Each boarding student is allowed three meals each term free for his visiting friends.

Every student entering the College thereby pledges himself to obey faithfully its laws and regulations.

Special care should be taken to comply with the requirement that all articles of apparel be plainly marked with the name of the owner in full in indelible ink.

No student can have more than a reasonable amount of washing done without extra charge.

Students upon arrival are expected to report at the President's office. For classification they will consult the Dean.

Rooms in the dormitories are under the careful daily inspection and supervision of the Matron of the College.

Each occupant is held responsible for the condition

of his room, and is required to keep it in decent order.

Occupants are held responsible for disorders occurring in their rooms, and any misappropriation, damage, or defacement of furniture or buildings, beyond necessary wear and tear, will be charged to the Athletic Association Contingent Fund, unless settled by the person doing the damage as required.

Students are met at Guilford College station, on railroad leading from Greensboro to Winston-Salem, at the opening of each term, and conveyed to the College. For conveyance to and from the station, a moderate charge will be made to students, teachers, or visitors.

In order to secure safe and prompt delivery, express packages or postoffice money orders for students should be sent in care of Guilford College.

Telegraph and express offices are established at Guilford College railroad station.

The College has telephone connection with Greensboro and other points on the long distance line.

All students sustain a great loss who are not present at the opening of the term.

Applications for leave of absence, or for removal from College, should be made by the parent or guardian directly to the President.

While the management of the College will cordially provide for and encourage every kind of physical training, intercollegiate contests when permitted will

be subject to such rules and regulations as the Advisory Board of Athletics may provide.

Discipline

It is taken for granted that any student who enters the institution does so for the purpose of persistent work, and that he will render due respect to the regulations, all of which are designed to promote the general welfare of the College, and to give to each member thereof full opportunity to use the many advantages for study here offered.

Students are put upon their honor, and great pains taken to maintain with all a friendly and helpful relation. The cooperation of all is sought.

If a student shows little or no inclination to study, or fails to cooperate with the faculty in maintaining good order, or engages in practices which are harmful in their influence over others, or to the reputation of the College, his parents or guardian will be informed of the facts and unless amendment be promptly made, he will be dismissed, or his parents requested to withdraw him.

The reading of pernicious literature, the use of intoxicating drinks, habitual indulgence in profane language, carrying pistols or other dangerous weapons, would be considered grave offenses, and treated accordingly. Gunning is not allowed.

The effect of tobacco on the minds and bodies of the young is so injurious that the College takes

all proper means to discourage its use, and will not allow it on the grounds or around the buildings. If any students persist in using it elsewhere, their standing will thereby be lowered and so entered on their records.

STUDENTS

GRADUATE

White, Flora Wilson Guilford College, N. C.

SENIORS

Brown, Joseph Robert Woodland, N. C.
Culler, Maude Lee Rock Creek, N. C.
Dix, Burtie Ellen Westfield, N. C.
Dixon, Blanche Elkin, N. C.
Doan, Mary Amo, Ind.
Dorsett, Kathryn Ella Farmer, N. C.
Edgerton, Mabel Arlene Goldsboro, N. C.
Highfill, Gladys May Liberty, N. C.
Knight, Louetta Ellen Guilford College, N. C.
Lassiter, Alma J. Mechanic, N. C.
Patterson, Cleta Burlington, N. C.
Stewart, Carl Watson Trenton, Tenn.
Wood, Joseph Densmore Tamworth, N. H.

JUNIORS

Ballinger, Julia Adaline Greensboro, N. C.
Blaylock, Frederick Royster Guilford, N. C.
Budd, Harrell Siler City, N. C.
Coble, Josephine Vestal Liberty, N. C.
Coggins, Willis Lester Guilford College, N. C.
Davis, Laura Etta Progress, N. C.
Guthrie, Bessie Ava Snow Camp, N. C.
Hinshaw, Clifford Reginald Randleman, N. C.
Hubbard, Hope Farmer, N. C.
Lambeth, Charles Tilley Guilford College, N. C.
Lassiter, Floy Catharine Fallston, N. C.

JUNIORS—Continued

Mitchell, Colonel Robert	Guilford College, N. C.
Morris, Fred Helsabeck	Kernersville, N. C.
Perry, Thomas Gray	Wilkesboro, N. C.
Riddick, Archibald Lockhart	High Point, N. C.
Semans, Thomas Beekenridge	Uniontown, Pa.
Short, Troy Rodolphus	Greensboro, N. C.
Smith, Kate Brittain	Summerfield, N. C.
Worth, Phoebe Gertrude	Guilford College, N. C.
Yates, Caroline Ballinger	Guilford, N. C.
Yates, James Fuller	Guilford, N. C.

SOPHOMORES

Armstrong, Hazel Graham	Hobgood, N. C.
Beeson, John Henry	Randleman, N. C.
Brinkley, Walter Foil	Lexington, N. C.
Briggs, Isla Evelyn	High Point, N. C.
Carroll, Edwin Blaine	Mizpah, N. C.
Clegg, Agnes Marie	Guilford College, N. C.
Coble, Lovella Ruth	Guilford College, N. C.
Deans, Orabella	Pikeville, N. C.
Dupree, Thomas Byrd	High Point, N. C.
English, Mary Stevens	Monroe, N. C.
Garner, Jesse Philip	Hill's Store, N. C.
Gray, Lillene Oma	High Point, N. C.
Hobbs, Gertrude Mendenhall	Guilford College, N. C.
Hodgin, Ira DeVane	Greensboro, N. C.
Jones, John Benbow	Winston-Salem, N. C.
Lassiter, Maude Elizabeth	Mechanic, N. C.
Lewis, Callie Agnes	Winston-Salem, N. C.
McGehee, Sallie Rachel	Jamestown, N. C.
Mason, Milton Percy	New York, N. Y.
Mendenhall, Fowell Hill	High Point, N. C.
Moore, Ezra Alexander	Dudley, N. C.
Newlin, Rhesa Lancaster	Saxapahaw, N. C.
Parks, William Haywood	Franklinville, N. C.
Phillips, Clifford Hamilton	Lexington, N. C.
Price, Thomas Ashby, Jr.	Miami, Fla.

SOPHOMORES—Continued

Redding, Charles Clifton	High Point, N. C.
Shamburger, Mary Ina	Star, N. C.
Speas, Ethel Maie	Winston-Salem, N. C.
Stanley, Jesse Betts	Guilford College, N. C.
Stanley, Leah Ellen	Guilford College, N. C.
Stanley, Ruth Rebecca	Guilford College, N. C.
Strayhorn, Lionel	Thomasville, N. C.
Stewart, Robert Marshall	Trenton, Tenn.
Taylor, Grace Pemberton	Danbury, N. C.
Thayer, Robert Wingate	Trinity, N. C.
Tuthill, Marguerite Theresa	Eastport, L. I., N. Y.
Watkins, Catherine Elmira	Wadeville, N. C.

FRESHMEN

Andrews, Mary Margaret	Archdale, N. C.
Berry, Marietta	Asheboro, N. C.
Bird, Georgianna Marie	Thomasville, N. C.
Breece, Ida Elizabeth	Fayetteville, N. C.
Brown, Deborah Mary	Woodland, N. C.
Brown, Ruth Hare	Woodland, N. C.
Bulla, John Arthur	Sophia, N. C.
Cloud, Cecil Franklin	Sedley, Va.
Coltrane, David Stanton	Jamestown, N. C.
Copeland, Mary Ella	Woodland, N. C.
Cox, Myrtle Roella	Climax, N. C.
Crouch, Jeneva Beatrice	High Point, N. C.
Fitzgerald, Paul Vincent	Pelham, N. C.
Fox, Bertha Browning	Guilford College, N. C.
Freeman, Wilhelmina	Trinity, N. C.
Grissom, Lawrence	Greensboro, N. C.
Hinkle, Paul	Lexington, N. C.
Hinshaw, Ira	Randleman, N. C.
Holton, Harriet Holland	Guilford College, N. C.
Jackson, David Houghton	Guilford, N. C.
Jordan, Robert Thomas	Trinity, N. C.
Kiser, Roger Clinton	King, N. C.
Lewallen, Beatrice Guelda	Asheboro, N. C.

FRESHMEN—Continued

Macon, Anna Maleta	Climax, N. C.
Miller, Wayne	Asheboro, N. C.
Mitchell, James Warren	Guilford College, N. C.
Morris, Addie Irene	Kernersville, N. C.
Moton, Totten Zella	Fallston, N. C.
Outland, Pauline	Woodland, N. C.
Payne, Nannie Eugenia	Westfield, N. C.
Pike, Bernice Elizabeth	Liberty, N. C.
Presnell, Ollie Lee	Asheboro, N. C.
Raiford, Ellen Tabitha	Ivor, Va.
Reddick, Joseph Gray	Trinity, N. C.
Royal, Mary Belle	Salemburg, N. C.
Russell, Earle Victor	Guilford College, N. C.
Sapp, Oscar LeMay, Jr.	Greensboro, N. C.
Saunders, Ruth	Monbo, N. C.
Smith, Anderson Jones	Black Creek, N. C.
Smith, Raymond Alexander	Cooleemee, N. C.
Smith, Samuel Clement	Guilford College, N. C.
Wheeler, Mary Louise	Guilford College, N. C.
White, Ellen Mildred	High Point, N. C.
Whitman, Ethel	Lewisville, N. C.

IRREGULARS

Blackburn, Mildred Hill	Guilford College, N. C.
Cox, Luna Ellen	High Point, N. C.
Fuller, Maude Bernice	Thomasville, N. C.
Futrell, William Reed	Greensboro, N. C.
Geslain, Martha Marguerite	Tientsin, China
Grant, Mary Lyons	Guilford, N. C.
Lincoln, Ethel Cody	Greensboro, N. C.
McCall, James W.	Marion, N. C.
Nicholson, Sibyl Darden	Greensboro, N. C.
Pleasants, Ruby Ethel	Guilford, N. C.
Taylor, Paul Talbot	Danbury, N. C.
Ward, Cletus Milo	Guilford College, N. C.
Welch, John Cornelius, Jr.	High Point, N. C.

PREPARATORY

Allen, Bernard Carl	King, N. C.
Alspaugh, James	Winston-Salem, N. C.
Armstrong, Edward Lander	High Point, N. C.
Armstrong, John Robert	Greensboro, N. C.
Ashworth, Cora	Asheboro, N. C.
Barker, David Luther	High Point, N. C.
Beeson, Edna Jane	Randleman, N. C.
Blair, Clara	High Point, N. C.
Bondurant, Roy Seul	Guilford College, N. C.
Brooks, Robert Harris	Greensboro, N. C.
Brown, Grady	Trinity, N. C.
Bulla, Daniel Robert	Sophia, N. C.
Bulla, Mary Allen	Randleman, N. C.
Bulla, Robert Chapman	Randleman, N. C.
Burrus, Grady	Moorestown, N. C.
Burton, Thelma	Oak Ridge, N. C.
Byerly, Frances May	Advance, N. C.
Byrd, Robert Bryant	Summerfield, N. C.
Cameron, Daniel David Shields	Southern Pines, N. C.
Capps, Hunter McGuire	Meherrin, Va.
Cartland, Herbert Hardy	Greensboro, N. C.
Clark, Bessie	Snow Camp, N. C.
Clegg, Elsie May	Guilford College, N. C.
Clodfelter, Vira Viola	Thomasville, N. C.
Cobb, Lloyd	Reidsville, N. C.
Coble, Walter	Guilford College, N. C.
Coltrane, Ruth	Sophia, N. C.
Cox, Jessie Lee	Pisgah, N. C.
Cox, Mary Julia	Dudley, N. C.
Crutchfield, Hattie Eugenia	Guilford, N. C.
Davis, Ralph Lee	Greensboro, N. C.
Davis, Sarah May	Edgar, N. C.
Deal, Robert Bonniwell	Randleman, N. C.
Doughton, Joseph Edward	Guilford College, N. C.
Edwards, Lola May	Goldsboro, N. C.
English, Dewey	Monroe, N. C.
Farlow, Cecil	Randleman, N. C.

PREPARATORY—Continued

Farlow, Lewis Lee	Randleman, N. C.
Farlow, Percy Mark	Randleman, N. C.
Frazier, Gracett	Guilford College, N. C.
Fox, James Tyson	Guilford College, N. C.
Geiser, Mott	Independence, Iowa
Gonzales, Alberto	Cardenas, Cuba
Gorrell, Robert Percy	Greensboro, N. C.
Groome, Dewey Edison	Greensboro, N. C.
Groome, Robert Gladstone	Greensboro, N. C.
Groome, Zack Milton	Greensboro, N. C.
Hicks, Edison Thurston	Henderson, N. C.
Highfill, Nannie Fern	Guilford College, N. C.
Hobbs, Lola Clementine	Atlanta, Ga.
Hodgin, Roy Tate	Greensboro, N. C.
Holder, Pearle	Lewisville, N. C.
Holton, Elizabeth Pool	Guilford College, N. C.
Holton, Frank Petty	Guilford College, N. C.
Holton, John Watson	Guilford College, N. C.
Jackson, Joel Bradley	Guilford, N. C.
Jones, Allen Jay	Trinity, N. C.
Jones, Asbury Crouse	Winston-Salem, N. C.
Jones, Malory Odell	Walnut Cove, N. C.
Joyce, James Carl	Walnut Cove, N. C.
Julian, William Alexander	Wentworth, N. C.
Kendall, Nathan Hale	Guilford, N. C.
Lambeth, Hazel Michaux	Guilford College, N. C.
Lindley, Genevieve	Snow Camp, N. C.
Lindley, Mary Alta	Snow Camp, N. C.
Lloyd, William Graham	Saxapahaw, N. C.
Logan, James Carl	Yadkinville, N. C.
Lowe, George William	High Point, N. C.
McGee, Curtis	Germanton, N. C.
McNairy, James Luther	Greensboro, N. C.
McNeill, John Malcolm	Cameron, N. C.
Marshall, Annie Rooney	Westfield, N. C.
Masten, Guy Milton	Winston-Salem, N. C.
Miller, Walter	Independence, Iowa

PREPARATORY—Continued

Moore, Achsah Augusta	Saxapahaw, N. C.
Moore, Elmer	Benaja, N. C.
Moore, Hugh Watson	Dudley, N. C.
Motsinger, Eulalia	Winston-Salem, N. C.
Murchison, Thomas	Liberty, N. C.
Murrow, Joshua Edgar	Greensboro, N. C.
Nixon, Henry Early	Edenton, N. C.
Pena, Jose	Banes, Cuba
Pickett, Herman Newton	Greensboro, N. C.
Prince, Annie May	Greensboro, N. C.
Prince, David	Greensboro, N. C.
Raper, William Cletus	Welcome, N. C.
Richey, Claude Gilmer	Abbeville, S. C.
Richardson, Emmett Westley	Glenwood, N. C.
Royall, George Edwin	Elkin, N. C.
Rudd, Ruth	Brown Summit, N. C.
Sera, Ignatius Sanchez	Holguin, Cuba
Sera, Jose	Holguin, Cuba
Short, Walter Alonzo	Greensboro, N. C.
Smith, Dalton	Trinity, N. C.
Smith, Herman Dennis	Asheboro, N. C.
Smithdeal, Glenn Alexander	Advance, N. C.
Smitherman, Paul Conrad	Winston-Salem, N. C.
Stout, Hobart McKinley	Siler City, N. C.
Stuart, Laurence	Guilford College, N. C.
Sutton, Chester McKinley	Summerfield, N. C.
Teague, Kirk Dixon	Liberty, N. C.
Tremain, Lindley Ernest	Brown Summit, N. C.
Tremain, Raleigh Lewis	Brown Summit, N. C.
Vestal, Jarvis	Yadkinville, N. C.
Wall, Esther	Williamson, W. Va.
Walters, LaVerna	Siler City, N. C.
Ward, Claude Marvin	Pomona, N. C.
Wharton, James Ashby	Greensboro, N. C.
White, John Gurney	Guilford College, N. C.
White, Joseph Dixon	Guilford College, N. C.
White, Katherine	Greensboro, N. C.

PREPARATORY—Continued

White, Maude Lee	High Point, N. C.
Wyatt, James Monroe	Guilford College, N. C.
Yow, Ralph Johnson	Greensboro, N. C.
Zachary, Jonathan Thompson	Snow Camp, N. C.

MUSIC

Armstrong, Hazel Graham	Hobgood, N. C.
Berry, Marietta	Asheboro, N. C.
Blair, Clara	High Point, N. C.
Bulla, Mary Allen	Randleman, N. C.
Briggs, Isla Evelyn	High Point, N. C.
Brown, Ruth Hare	Woodland, N. C.
Carter, Lola Blanche	Cooleemee, N. C.
Coble, Josephine Vestal	Liberty, N. C.
Coltrane, Ruth	Sophia, N. C.
Cox, Jessie Lee	Pisgah, N. C.
Cox, Luna Ellen	High Point, N. C.
Cox, Myrtle Roella	Climax, N. C.
Crouch, Jeneva Beatrice	High Point, N. C.
Crutchfield, Hattie Eugenia	Guilford, N. C.
Edgerton, Mabel Arlene	Goldsboro, N. C.
Edwards, Lola May	Goldsboro, N. C.
Frazier, Gracett	Guilford College, N. C.
Freeman, Wilhelmina	Trinity, N. C.
Fox, Bertha Browning	Guilford College, N. C.
Fuller, Maude Bernice	Thomasville, N. C.
Geslain, Martha Marguerite	Tientsin, China
Grant, Mary Lyons	Guilford, N. C.
Guthrie, Bessie Ava	Snow Camp, N. C.
Hobbs, Gertrude Mendenhall	Guilford College, N. C.
Holton, Elizabeth Pool	Guilford College, N. C.
Holton, Harriet Holland	Guilford College, N. C.
Marshall, Annie Rooney	Westfield, N. C.
Moore, Arthur Kirby	Guilford, N. C.
Motsinger, Eulalia	Winston-Salem, N. C.
Patterson, Cleta	Burlington, N. C.
Pike, Bernice Elizabeth	Liberty, N. C.

MUSIC—Continued

Prince, Annie May	Greensboro, N. C.
Rudd, Ruth	Brown Summit, N. C.
Speas, Ethel Maie	Winston-Salem, N. C.
Taylor, Grace Pemberton	Danbury, N. C.
Tuthill, Marguerite Theresa	Eastport, L. I., N. Y.
Walters, LaVerna	Siler City, N. C.
White, Maude Lee	High Point, N. C.
Yates, Caroline Ballinger	Guilford, N. C.

SCHEDULE OF RECITATIONS FOR THE YEAR 1915-1916

	Monday	Tuesday	Wednesday
8:20	English IIIa Physics I Math. III Cicero Caesar (Eng. IIIb) (Virgil)	English IIIa Physics I Math. III Biology II French II Cicero Caesar (Eng. IIIb) (Virgil)	History IVa Biology II Math. III French II Cicero Caesar (History IVb) (Virgil)
9:30	Greek I Math. IV German A Psychology Pri. Latin (Logic)	Greek I Math. IV Pub. Speaking Pri. Latin Biol. Lab. Chem. Lab. Phy. Lab.	Greek I Mechan. German A Psychology Pri. Latin Chem. I
10:25	Col. Algebra Chemistry VI Greek II Biology I Anc. History (Sol. Geom.)	Col. Algebra Economics I Greek II Anc. History Biol. Lab. Chem. Lab. Phy. Lab. (Pl. Trig.) (Econom. II)	Col. Algebra Chemistry VI Economics I Biology I
11:20	Latin VII German I French I History II Geometry English B (Latin VIII)	English II German I History IVa Geometry English B (History IVb)	Latin VII German I French I History II Pl. Geometry English B (Latin VIII)
1:30	English Ia Math. II Chem. III Latin VI Greek III Biology III (English Ib)	English Ia Math. II Sociology Latin VI Greek III Biology III Surveying (English Ib) (Ethics)	Sociology Latin VI Greek III Biology III Surveying (Ethics)
2:20	Bib. Lit. Livy Physics II Latin IV French A English C (Tacitus) (Latin V)	Bib. Lit. Livy Physics II Latin IV French A Bookkeeping English C (Tacitus) (Latin V)	English C Biol. Lab. Chem. Lab. Phy. Lab. (English IVb)
3:10	English IVa German II Physics A Geology Algebra B (Eng. IVb) (Chem. A) (Astronomy)	Physics A Geology Algebra B (Chem. A.) (Astronomy)	English IVa German II Geology Algebra B Biol. Lab. Chem. Lab. Phy. Lab. (English IVb)

		Thursday			Friday			Saturday		
8:20	9:30	10:25	11:20	1:30	2:20	3:10				
English IIIa Physics I Biology II French II Cicero Caesar	Greek I Math. IV German A Chemistry I Pub. Speaking Pri. Latin	Col. Algebra Econom. I Greek II Biology I Anc. History	English II French I History IVa Pl. Geometry English B	English Ia Math. II Chem. II Latin VI Biology III Surveying	Bib. Lit. Livy Physics II Latin IV French A Bookkeeping English C	Physics A Geology Algebra B				
(Eng. IIIb) (Virgil)	(Logic)	(Pl. Trig.) (Econom. II)	(Hist. IVb)	(English Ib)	(Tacitus) (Latin V)	(Chem. A) (Astronomy)				
History IVa Physics I Math. III Biology II Cicero Caesar	Mechan. A German A Psychology Pub. Speaking Pri. Latin	Col. Algebra Chemistry VI Greek II Economics I Anc. History	Latin VII German I French I History II Pl. Geometry English B	English Ia Math. II Greek III Sociology	Bib. Lit. Livy Physics II Latin IV French A Bookkeeping English C	English IVa German II Physics A Algebra B				
(History IVb) (Virgil)	(Methods)	(Sol. Geom.) (Econom. II)	(Latin VIII)	(English Ib) (Ethics)	(Tacitus) (Latin V)	(Chem. A.) (English IVb) (Astronomy)				
	Surveying	Surveying								

Note that subjects in parentheses belong to the Spring Term and follow from the Fall Term. For example, English IIIb follows English IIIa, the latter being given in the Fall Term and the former in the Spring Term.

INDEX

Admission, Requirements for..	26	Graduation, Hours	
Admission, Table of		Requisite for	36
Subjects Accepted	29	Greek	45
Alumni Association	79	Groups of Studies	37
Astronomy	58	History, College	51
Athletic Association	79	History, Preparatory	73
		History of the College	13
Biblical Literature	51	Honors	81
Biology	60	Latin, College	43
Bookkeeping and Banking ...	65	Latin, Preparatory	72
Board and Lodging	83	Library	18
Board in Clubs	86	Literary Societies	77
Buildings	16		
Calendar, College	3	Mathematics, College	56
Chemistry	62	Mathematics, Preparatory ...	73
College Paper	82	Miscellaneous	88
College Organizations	77	Museum	74
Committees:		Music	66
Advisory	4	Officers	10
Faculty	11	Payment of Bills	87
Trustees	5	Philosophy:	
Courses of Study	37	Ethics, Psychology, Logic,	
Degrees	36	Methods of Teaching	55
Discipline	91	Physics	58
Domestic Science	68	Preparatory School	70
Economics	54	Prizes	81
Endowment	23	Public Speaking	68
English, College	48	Religious Purpose	77
English, Preparatory	70	Schedule of Recitations	102
Entrance Units, Specifications	30	Scholarships	80
Examinations, Entrance	26	Sociology	54
Expenses	83	Students, List of	93
Faculty	6	Surveying	57
Fees (Extra Charges)	84		
French	47	Trustees, Board of	4
Geology	62	Y. M. and Y. W. C. A.	78
German	46		

practical publicity as this, as emphasized in Mr. Davis' article, is certainly of the most effective order. The editor of any paper would be glad to give a description of this pageant conspicuous space in his journal.

Another important event this afternoon was the presenting to the College the Artistic Gateway at the en-

CLASS trance to the avenue, by the class of 1909—one
MEMORIALS of the crowning events of the year in fact—a permanent memorial and splendid example of the spirit of loyalty which has been thus brought to fruition by this class six years after graduation. This beautiful gateway with its modest tablet «erected by the class of 1909» guarding the approach to these grounds will be a constant incentive to other classes to exert effort along similar lines. The field of opportunity here is certainly fertile. So many additions to equipment are desirable; a brick front to the Gymnasium with a swimming pool and dressing rooms, an imposing front to King Hall providing suitable space for society rooms, Archdale converted into a boys' club house on a parity with New Garden, to say nothing of smaller undertakings, such as the collection of rare trees and shrubs to add to the natural attractiveness of the campus, the improvement of which during the past year is so noticeable. The widening and grading of the avenue will give some class the opportunity now to put down cement walks under the double rows of maples on either side.

With the idea in view of interesting other classes, as well as the classes that are constantly in the process of making, to look forward to launching such laudable undertakings, I recommend a standing Committee be appointed for this purpose and a separate space in the Bulletin each year be reserved for the recital of these gifts. We are proud of the record so far:

The Marvin Hardin Scholarship fund by the Class of 1904.
The Freshman declamation prize by the Class of 1905, and
this Gateway by the Class of 1909.

An institution has to have a certain mellowing effect of age to become revered and so does an organization of **COMMUNITY** any kind to arrive at the degree of self-respect **FELLOWSHIP** and appreciation of its inherent power and **GROUPS** responsibility. With our twenty-six years of existence as an Association besides the fifty years of honorable history of New Garden Boarding School back of us, is it not time to seek a broader field of service for our Alma Mater! As a step in this direction the Executive Committee and officers have encouraged the cultivation of what may be termed community fellowship among all Guilfordians alike—graduates and under-graduates, alumni and old students.

Three functions have occurred as follows:

Thanksgiving Day, on the occasion of the State Teachers Assembly at Charlotte, a Guilford Dinner was **CHARLOTTE** arranged and twenty or more Guilfordians participated, with Dr. Hobbs, the guest of honor. It **DINNER** may surprise some to know that on an average one out of every three graduates of Guilford enters the teacher's profession each year, to say nothing of the large number of non-graduates. What an army for the spread of the Guilford ideal among the youth of the State! This dinner will likely become an annual affair and a source of much pleasure and profit.

Then during the Christmas holidays, a social evening was arranged at High Point for alumni and old students and their families living in the city and near by. Some two hundred

cards were issued, about sixty guests were present and but for the extreme bad weather the reunion would have even been

better attended. The college was represented
HIGH POINT by Dr. Hobbs and Dr. Meredith and the High

CHAPTER Point delegation of college girls added a touch
of youthful joy that was an inspiration. College

colors, Guilford penants and pictures festooned with Christmas decorations took us back in memory to college days. This was the first attempt at forming a local College Chapter and a committee was appointed to perpetuate this event as an annual function.

The Guilford banquet, held at Greensboro on February 20th,
is of such recent date that it needs but brief

GREENSBORO reference — a truly delightful evening splendidly
BANQUET managed by the Faculty Committee with the

co-operation of Alumni and Old Students. Our close affiliation with Haverford College makes us always appreciate a visit from her President Dr. Sharpless, the guest of honor on this occasion.

There were about one hundred and fifty guests present and the social event was a most pleasant one.

Mr. W. A. Blair, the genial toastmaster, presided with his usual masterly ease and grace. Dr. Sharpless' plea for a thorough and liberal education as a ground work for life and preparation for «cultured leisure» was truly inspiring.

Dr. Hobbs' speech on «Guilford's Place» was a most dignified presentation of the fundamental ideals he has endeavored to develop here and Mr. J. Elwood Cox, as President of the Board of Trustees, spoke on the need of more endowment and the effort that will be made in this direction with the coming of the next wave of prosperity that is bound to sweep over this country.

The solos by two of our own number, Mrs. Gurney Briggs and Mr. Hugh Stuart added a touch of musical art that was much appreciated.

Such gatherings as these touch a chord of comrade-ship that can be felt in no other way and with this close association of Guilford and her people the influence for mutual good both immediate and far distant is beyond calculation. At our business and professional meetings all over the State let Guilfordians break bread together. Local chapters should be formed in all the principal towns in Central Carolina and those country communities which are Quaker centers of activity; and let all these local associations keep in touch with one another thru the College journal, and why not have the Guilford Banquet every two in place of every five years?

The time for inoculating enthusiasm that makes for success for any College Association is not after the years
COLLEGE begin to multiply and the «Almond tree to blossom» but in the glad, free days of College life.
SPIRIT Let us capitalize the happy life that flows so freely here. The development of College spirit among men and women while at College is of paramount importance if it is to be felt in great measure in after years. Guilfordians have this College spirit probably in as great a proportion as the Alumni of any other College of like size and age, but we are too modest in expressing it. Our old English reticence is too manifest. More zest should be instilled into the student body so that a newcomer on arrival (and oldcomers too for that matter) will feel the very atmosphere sur-charged with the College spirit.

Of course respect and loyalty to Guilford must be based primarily on consciousness of genuine worth to be found here, but granted this, we need the enthusiasm too.

The President and Secretary of each of the under classes of the College have been invited to this meeting to hear especially the discussion that will follow on the subject of College singing and Glee Club work, which to my mind, is one of the best of agencies for the creation and maintenance of College spirit. Let us preserve our old-time Southern music that is now coming to be appreciated as a national asset. Please take back to your classes next year, Sophomores, Juniors and Seniors, the message we desire to leave with you to-night which I foresee will be one of optimism and enthusiasm, the twin powers that move the world. How irresistible is their tread!

Class of 1915, your presence we delight to honor on this occasion. May your advent into Guilford Alumni Association add real purpose as well as buoyancy to her steady march upward and onward to the day of better things.

And may each of us live his own life with fervent zeal and highest determination, not following the line of least resistance, but exercising the real «courage of the commonplace» in our relation to the various institutions of Church and State and society of which we are a part. In the words of one of our distinguished ex-presidents: «Hit the line hard, don't foul and don't shirk, but hit the line hard!»

I wish to commend the excellent work done by our Secretary in publishing the 1914 Bulletin, and in performing faithfully her every duty. The many years of efficient service of our Treasurer and of our Registrar also deserve special appreciation. The reports of the several Committees will indicate the scope of work performed, and I desire to thank them for their loyal support of the vital interests of the Association.

H. A. WHITE, President.

REPORT OF TREASURER, 1914-1915

1914

RECEIPTS

June 1, Balance on hand.....	\$146.55
October 6, Received of Lillie Bulla on loan.....	15.00
November 29, Received of Clara Davis on loan.....	41.50
December 12, Received of J. B. Woosley in payment of note with interest	34.50
December 18, Received of Clara Davis in payment of balance on note.....	4.80

1915

February 23, Received of V. Helms in payment of loans with interest.....	83.57
February 27, Received of E. Pearson in payment of loans with interest.....	67.85
February 27, Received of Lillie Bulla in payment of balance on note.....	9.00
May 5, Received of Dora Bradshaw Clark in payment of life membership fee.....	25.00
May 30, Received of fees to date (109)	218.00

 \$645.77

1914

EXPENDITURES

September 19, Paid J. J. Stone for printing Bulletin	33.00
November 20, Paid Mr. Craig for printing.....	4.00
November 20, Paid loan to Archie Riddick.....	32.50
November 20, Paid loan to Gladys Highfill.....	32.50
November 20, Paid loan to Katherine Dorsett.....	32.50

1915

March 18, Paid loan to Gladys Highfill.....	32.50
March 18, Paid loan to Katherine Dorsett.....	32.50
March 18, Paid loan to Archie Riddick.....	32.50

March 18, Paid Pres. Isaac Sharpless (railroad fare)	25.00
April 11, Paid to Julia S. White for postage.....	1.50
May 12, Paid to C. O. Meredith for automobile fare..	2.00
May 8, Paid to Campus donation.....	25.00
May 8, Paid to Mr. Joseph M. Purdie for printing...	3.50
May 8, Paid for envelopes and stamps.....	5.24
May 19, Paid to Penelope Cobb.....	4.00
May 19, Paid to Mr. Joseph M. Purdie for printing..	7.50
May 21, Margaret Davis for postage.....	2.67

Total receipts to date.....\$645.77

Total expenses to date..... 308.41

Balance on hand.....\$337.36

Respectfully submitted,

A. A. DIXON, Treasurer.

REPORT OF ATHLETIC COMMITTEE

Athletics at Guilford for the past year have been very satisfactory. The Basket Ball Team composed entirely of new men played nine games, winning four. Two intercollegiate tennis games were played: one with Elon in which Guilford won the doubles and tied in the singles, the other with Lenoir, Guilford winning both doubles and singles. For the first time in several years Guilford put out a track team and without much coaching made a very good showing in a meet with Elon.

The Base Ball Team, composed of new men with the exception of two and under the supervision of John Fox, played fourteen games and won seven. These games included all the colleges in the State and one trip through South Carolina and one through Virginia. One commendable thing about our athletics this year is the fact that no scholarships or money was given to anyone and every student taking part had to

pass at least eight hours work, and this last clause is responsible for the weakness of the team at the close of the season as two of the best men failed to meet the requirements and were not allowed to participate. John Fox as coach gave entire satisfaction.

The Athletic Association at present is \$225.00 behind. This is due to weather conditions and the fact that the manager was unable to close contract with Davidson or the University of North Carolina for Easter Monday game.

The Association is also badly in need of another ball ground so that more students can take part in athletics; there is now only one that can be used at present.

The Faculty and Students have on foot a proposition which if passed by the Trustees will mean more to Guilford Athletics than anything that has ever been done. They propose to charge every male student an athletic fee of \$5.00 to be included in a student's regular expense and collected by the college. This will admit the students free to all games played at the college and will provide a fund with which we can secure the services of a good man to take charge of athletics and give it his entire time.

Respectfully submitted,
N. RUSH HODGIN,
Chairman of Athletic Committee.

REPORT OF CAMPUS COMMITTEE

This is not a statement of what the Campus Committee of the Alumni Association has done but simply of some of the things that have been done.

The first serious effort at campus improvement was made about a year and a half ago when President Hobbs started raising money to hire a man to give his whole time to the work.

A man was hired a year ago last April who has proved very satisfactory and under whose careful work great progress has been made. The Trustees of the College agreed to furnish a mule, «Cass», and to board a horse owned by the man working on the campus, also to give one hundred dollars to this cause. With some money which Mrs. Davis had on hand for the campus supplemented by funds raised by President Hobbs and the generosity of Paul Lindley, known to most of the Alumni, a thousand shrubs have been set out around the buildings and in bare spots of the grounds which are all living and doing well, giving promise of a great improvement in the general effect of the place.

The Class of 1909 has erected a very beautiful and simple gate at the entrance to the college grounds near the post office and the road leading from there to Founders Hall has been straightened and two rows of maple trees have been set out on each side between which are to pass the walks. The old road leading diagonally across the front part of the campus by the old ball ground has been moved to the west so that it now turns off from the Greensboro road at Hodgin's store giving more room for improvements to the entrance.

The western part of the campus from the main road leading to Founders to the road just mentioned, usually called the Summerfield road, I believe, has been ploughed up and sowed in peas preparatory to grass all the way back to the walk leading west from New Garden Hall. A new row of hitching posts has been put up at the Meeting house consisting of iron pipes in concrete with a chain through them all along the road on the north side of the Meeting house. A mowing machine has been added to the equipment of the campus and a new roller is being made at the present time.

Ground for four large tennis courts for boys east of Cox Hall has been graded and posts for back stops have been put

up and painted but we are short of money just now to complete them for use.

A ditch has been cut through the low part of the grounds in front of Archdale and tile put in. This has proved a great relief in time of heavy rains as every one knows how quickly the water rose in that place before.

There is no reason why we should not be able to have all the red gullies and barren-looking corners of the college campus covered with grass in two or three years if the friends of the college who believe in beautifying the face of the Earth will help out from time to time with their money. The Committee suggests that the Association make an appropriation of \$100.00 this year to campus improvement as the yearly contribution of \$25.00 is too small when you think of what has to be spent during the year for wages alone.

We are very anxious to move the telephone lines from the entrance, build two walks from the gate to Founders Hall and one along the road from Hodgin's store to the Parker place.

We want the campus to contribute something to the education of the young people who come to Guilford.

Respectfully submitted,

A. W. HOBBS,

Chairman Campus Committee.

The gateway, a gift from the Class of 1909, was formally presented to the college immediately following the History Play on Monday afternoon the day before Commencement by R. J. M. Hobbs of the Class and was accepted by President Hobbs for the College. The speech follows:

Friends of Guilford:

The Class of 1909 gathers here this afternoon to present to our Alma Mater this gateway, which has already for many weeks graced these college grounds.

We have just seen something of the history of the institution that we love so well; we have had made real before our eyes its struggles, its difficulties and its successes. I shall not undertake to relate the history of Guilford College and New Garden Boarding School for that would weary you by its length, but I do want to hold before your attention that which has made Guilford College live and grow into the institution that we see today. It is the ideal that Guilford aims at that we wish to honor on this occasion. We know something of the educational ideal that lay behind the inception of New Garden School. But I want to quote you the words of Nereus Mendenhall that they may reset in our minds the institution that it is our ambition to make of Guilford. «That New Garden may fully realize and improve its great opportunity as an approved seat of learning, and the exponent of a Christian philosophy which can never be superseded, which needs no change to fit it for universal acceptance and which, overspanning the narrow limits of sect, is giving new life and hope to Christendom.» It is the satisfaction of her friends, that thru the maze of modern change in educational methods and systems, Guilford has held aloft the real end of all education. In a word that end is first, purity and strength of character; second, a mind unfolded to the understanding of things as they are.

If a college does not encourage and seek to build up integrity of character, it has served no good purpose to humanity and has no excuse for existence. Neither the world nor the church has any use for mere polish and cyclopedic information. If we cannot implant in the students who go out from Guilford a real vital faith in right living and a tolerance only

for clear thinking, we had better give place to the institution that will follow such standards.

Guilford has dealt fairly with us. It has done by us what it said it would do. What kind of regard for truth do you suppose a man would have who went to a college that offered courses that it did not give, that counted two or three times each member of its faculty in order that the whole number might appear large, that published bulky but deceptive catalogs? Such students would go away with the conviction that truth is not essential in modern life, and that bluff will take the place of understanding.

In doing this service to the institution that we love, we remember what it has done for us. It is a paltry gift indeed, for we are returning but brick and mortar for the character that has been builded into our lives, for the mental discipline that was perhaps not too gladly received then, for the matchless spirit imparted to us — that profound reverence for truth and the power to live that truth into life.

Such is the Guilford we seek to serve by placing this gateway at the entrance to the college grounds. And may those who enter between these columns ever meet such a current of intellectual vigor and Christian character that they cannot but depart carrying the light of truth and righteousness to all the world.

R. J. M. HOBBS.

REPORT OF THE RECEPTION COMMITTEE

Owing to the inclemency of the weather, the Annual Reception tendered the Seniors by the Alumni was held in Founders Hall on Monday evening of Commencement. The society halls and the reception rooms were thrown open for the festivities, and despite the decidedly disagreeable weather quite a number of the Alumni were present to enjoy the occasion. Refreshments were served and Brockman's orches-

tra delighted the gathering with its musical selections.

The cost of the reception was \$33.67, which has been duly referred to the Treasurer.

Respectfully submitted,

JNO. B. WOOSLEY, Chairman.

REPORT OF THE PUBLICITY COMMITTEE

At the beginning of the fall term of 1914 the Publicity Committee acting under instruction from the Executive Committee secured the service of Mr. John B. Woosley as reporter for the college news. Arrangements were made with the Greensboro Daily News and the Charlotte Observer to carry Guilford items and in comparison with former years we believe that every one will admit that there has been some improvement along the line of newspaper publicity. The committee has not accomplished everything that could be desired. We feel, however, that the fact that the Alumni Association has for the first time a publicity department is an indication that the Alumni of the college are realizing Guilford's need along this line and are seeking to meet this need. The suggestions and co-operation of the President and other members of the Executive Committee have been appreciated, as well as those of the other members of the Alumni Association.

The Guilfordian has contributed in a large measure to better publicity and is to be commended to the support of every loyal Alumnus.

As we indicated above, the biggest thing your Committee has to report is the fact that loyal Alumni are talking this matter of publicity for Guilford and this after all is the best advertisement that a college can have; viz., every Alumnus loyal to the college and speaking a good word to every prospective college student at every opportunity.

J. GURNEY BRIGGS, Chairman.

EFFECTIVE PUBLICITY FOR GUILFORD

College advertising is a comparatively recent development. While one of the multifarious duties of most college presidents has long been to get students for the college, advertising for them is a late growth. The Carnegie Foundation for Teaching issued a bulletin a year or two ago on the subject, in which it was made evident that questionable methods of making known the claims of colleges were more often used than one would have supposed. The problem of Guilford, or any similar institution, then, is, How can its advantages and attractions be brought to the attention of a widening circle in an honorable way?

The answer is two-fold. Something can be done indirectly, and something can be done directly. The former method is the older. Indirect advertising has been practiced more or less definitely ever since there were such things as colleges. The talk of students in their home localities at vacation times; reports of college activities; addresses by the president or members of the faculty in communities served by the college; in these and other ways the fame of the institution has been indirectly increased. Nor are such methods to be despised. It would be difficult to think of a more effective means of advertising a college favorably than to send the president to some important point with an impressive message. A college is, more than it is anything else, the men or the men and women who form its teaching force. Let one of these arouse the interest of an audience in himself, and the college is the incidental, perhaps the direct, gainer.

The favorable comments of students upon the institution in their home towns is the same sort of advertising, and no less effective. Every college has its list of families whose sons

or whose sons and daughters have followed one another in rapid succession through the four years. No greater tribute of confidence in a college is ever paid than this.

But of recent years the feeling has sprung up that these indirect methods of advertising a college are not sufficient. Various causes have contributed to it. For one thing, there are many more kinds of colleges to-day than there used to be, and some of them are not over-delicate in presenting their virtues. This tends to compel more dignified institutions to adopt more open modes of letting their merits be known. Then this is an advertising age, and people are being trained to think that an institution is to be judged in large measure by what it says about itself. This is far from being the truth, of course, but as a psychological condition must be reckoned with. How can Guilford advertise itself directly in ways that can meet the approval of the conservative?

The great medium of advertising is the newspapers. Whether the thing to be advertised is a department store or a politician, its sponsors turn with equal promptitude to the daily press. Many newspapers have a college page once a week. It should be easy for Guilford to get news of herself in the Carolina newspapers that have such pages. But the goal to aim at here is not merely the getting of news on such pages, but rather an acquaintance with the editor of the newspapers concerned, with an eye to larger things later on. Let the Guilford news that is sent to such pages, therefore, not be written hastily or perfunctorily, but with all the skill that can be mustered, so that, if possible, it will be distinguished from the rest of the college news about and around it by its greater readableness. Editors are seldom content to let a piece of news rest upon its subject-matter, however important or interesting that subject-matter may be. They dress it up so entertainingly that persons who have no real

interest in the item will read it simply because they cannot help themselves. Guilford should have a college news editor who could do just that—not at first, necessarily, but bit by bit as he learned how by watching the columns of the best-edited newspapers. His «copy» would be sure to catch the eye of the editor sooner or later, and he might be able to get more space for Guilford on account of his reportorial skill; better, he would be able to get Guilford news printed on some other page than the college page now and then, perhaps once in a while on the first page.

I imagine that Guilford already fares tolerably well in the North Carolina press, and that these suggestions are in the line of what is being done. The aim, in that case, should be to pursue this course with increasing definiteness and skill. One feature of Guilford that I am inclined to think might be advertised more emphatically is the campus. I have been impressed ever since I first saw the college with the natural beauty of the campus, especially certain parts of it. These might possibly be photographed, and so allowed to make their particular appeal, to a greater extent than is now done. The library certainly is one of the chief assets of the college, both architecturally and educationally, and deserves all that is likely to be said in praise of it.

One of the most impressive elements of any college for possible students is the character of the life at the college. Guilford has a very satisfactory reputation for the moral life of her students, but could she not make more of the point that it is also a happy life? I believe it is a happy life that the students lead at Guilford. Let this fact be advertised in word and picture more than it is at present.

Once in a while there will be some event at the college worthy of editorial comment. If at such time the college news editor is on a sufficiently familiar footing with some one in an important newspaper office, he might well suggest

in a modest way the possibility of such editorial comment. A new course is introduced, we will say, that reaches a class of students not reached so definitely before. Or the president in an address makes a point that might interest a wider public. The editor may not always accept the suggestion, but if he accepts it once in a year or two and mentions Guilford on his editorial page, the effort will have been richly repaid. Perhaps some ambitious college news editor will even offer an editorial all written out. This is worth trying in a tactful way—not too often, of course.

I have left no space in which to speak of one of the most useful agencies of all, the Guilford boys and girls, men and women, who have left the college forever behind them. Their co-operation should be sought steadily. Ways in which they may be of valuable assistance in spreading the good name of Guilford will readily occur to everyone. I mention but one. Let them make it a point to say something both nice and interesting about the college now and then to the editor of their local newspaper, be it daily or weekly. Editors of small newspapers in particular welcome bits of real news that are out of the routine. They are more complete masters of their columns than are the editors of the metropolitan journals, who must report the doings of the whole world. These scattered Guilfordians can do much to bring the college to the notice of their townsmen in this way. Probably they will find that they can write out short items of news from the college occasionally and see them printed without alteration. They, too, may try the effect of the suggestion of an editorial now and then, even offering one for the purpose.

The main thing is to wish to do something to add to the fame of Guilford, and to keep one's eyes and ears open in order to know when to open one's mouth upon the subject with effect.

ROYAL J. DAVIS.

REPORT OF THE GUILFORD COLLEGE ALUMNI REGISTRAR

Of the seventy-five to whom blanks were sent about half have responded — a better average than usual. These responses have made the records complete for the following classes: 1889, 1898, 1902, 1905, 1906, 1907, 1908, 1912.

A tabulation of what Alumni are doing reveals the following:

Teachers	83
Lawyers or Politicians	18
Doctors	6
Preachers or Christian workers	20
Engineers	7
Manufacturers	16
Insurance and Real Estate	8
Merchants	4
Travelling Salesmen	5
Home Makers	37
Clerical work	12
Farmers	13
Bankers	8
Occupation unknown	14
Unanswered	43
Deceased	13
	<hr/> 307

Of the forty-three who have failed to answer, it is known that they are busied as follows:

Lawyers	3
Home Makers	9
Merchant	1
Teachers	10
Preachers and Christian workers	2
Farmers	2

Manufacturers	3
Clerical	3
Banker	1
Unknown	9

 43

During the past year several of the Alumni have visited the College in a professional way. Leonard Van Noppen lectured to the students and others on Dutch Literature, that of which he knows more than any other man in the States.

Walter Grabbs preached the baccalaureate sermon for the present graduating class, and was also with us for two services in the Autumn term, Charles Short was also our minister one Sabbath in May.

Joseph Peele has practically been the college pastor throughout the year.

Marguerite Cartland Kerner, Mary Mendenhall, J. Gurney and Hazel Harmon Briggs and Hugh Stewart have all favored us with vocal selections.

We believe there is a growing interest on the part of the Alumni in behalf of the College and there is yet vast room for improvement.

What the class of 1909 has done for our entrance-way we wish every class would duplicate in some way. There is great need of a sundial where the old flag pole was, or thereabout. The Library niches are not yet filled with statues and many other nooks and corners need the touch of the classes to make them more attractive.

The town and county organization of the Alumni and old students it seems to me almost imperative, and can we not get the matter agitated in the out-lying districts as well as in the more central places as High Point and Greensboro?

Respectfully submitted,

JULIA S. WHITE, Registrar.

REPORT OF EXECUTIVE COMMITTEE

The Executive Committee has held two regular meetings this year besides several informal meetings, at which a majority of the members was present. It is pleased to report that the affairs of the Association are in satisfactory shape and that the officers and committees have, as a whole, been doing splendid work.

The efforts of the past few years to arouse a more widespread interest in the work of the Association among the Alumni are, we feel, bearing fruit. The report of the President outlines splendidly the activities of the year and indicates, we think, that the Association is each year becoming more vigorous and active.

President White has been untiring in his efforts for the advancement of the Association's interests and the Executive Committee wish to commend his splendid work. His interest has not flagged for an instant and it is largely due to his vigorous and persistent efforts that the Association has had such a successful year.

Following the precedent of the last two years, it was decided to have no public Alumni Address as was the old custom, but devote the time to the business meeting. This seems to be more satisfactory than trying to have the business meeting on commencement day.

Nominations for the annual election were made by the committee and ballots sent out by the Treasurer. The result of the election is as follows: President, W. E. Blair; Vice-President, S. H. Hodgin; Treasurer, John B. Woosley; Secretary, Miss Anna Davis; Registrar, Miss Julia S. White; Trustee of Loan Fund, Miss Laura D. Worth; Member of Executive Committee, E. J. Coltrane. A vote was also asked on an amendment to change Section 2, Article III of the Constitution to make it read:

(Officers.) «All of which, except the Registrar shall be elected by the Association. The Registrar shall be appointed by the Executive Committee.» This amendment was carried.

The members of the class of 1915 have been invited to join the Association and eleven have responded by requesting to become members.

As a recognition of long and active service in the interests of the College, the Committee takes pleasure in recommending for honorary membership the following, all of whom are members of the Old Students' Association: Miss Gertrude Mendenhall of Greensboro; Miss Mary Petty of Archdale; and Mr. William A. Blair of Winston-Salem.

We recommend the following appropriations:

For addition to Loan Fund	\$ 25.00
Printing Bulletin	35.00
Campus Committee	25.00
Reception	30.00
Guilfordian	85.00

\$200.00

As new business for discussion at this meeting, we present the following subjects: The Changing of Alumni Exercises to Commencement Day; Ways of Developing College Music and College Songs; and, The Relative Importance of Athletics and the Association's Attitude toward Same.

We also recommend that the President appoint a Committee to try to increase the number of the life members of the Association.

The Committee wishes to compliment Miss Rhoades and the Class of 1915 upon the splendid reproduction of the history of the College as presented this afternoon.

On behalf of the Committee,

D. R. PARKER, Chairman.

REPORT OF LITERARY COMMITTEE

The Literary Societies of the College have all done good work this year and each held its annual oratorical contest.

Four men entered the Peace Contest with good orations. E. A. Moore was the successful contestant who represented us at the State Contest.

The greatest change in the literary work has been the substitution of the weekly Guilfordian for the former Collegian. On the whole we think the paper a very great improvement over the old, and judging from the responses from Alumni printed in its pages, we think it must be approved by the majority. However, the literary supplement has only appeared once and we think it would be well to try to work up that part of the paper.

As to the Literary work of the Alumni only a few can be mentioned. Leonard Van Noppen has recently made a great success in a lecture tour of the Middle West, including Oberlin, North Western and other institutions. He also made a Southern trip including Trinity, Davidson and Guilford. The subject of his lecture here was «The Dutch Renaissance». He is Queen Wilhelmina Lecturer on Dutch Literature at Columbia University and the only American specialist in Dutch Literature. Guilford felt very much honored to have him lecture here.

Gilbert Pearson, as secretary and general Executive officer of the National association of Audubon societies, has a corps of lecturers under his direction and furthermore finds time for considerable lecture and magazine work himself.

Joseph Peele has again been editor of the «Friends Messenger» and Ida Millis is its financial director. Julia S. White has contributed good articles. Walter Grabbs is a very forceful Moravian preacher and has preached twice at Guilford this year. He is to give the baccalaureate sermon at this

commencement. We are glad that one of our number is capable of being the speaker.

Samuel Hodgin has for three years been President of Willmington College, Ohio, and the school has grown under his leadership. He has resigned the position to enter business in Greensboro. Waldo Woody is one of the faculty at the same place.

James Fitzgerald is working in the State Health Department at Richmond, Va., and as editor of the State Health Bulletin is doing much good. Dudley D. Carroll, who has been studying in Columbia University the past year has been elected lecturer in Economics and Sociology in Hunter College, New York city, for next year and will continue his work at Columbia in the meantime. Alva Lindley has been doing a splendid work as Intercollegiate Secretary of Y. M. C. A. work in Baltimore for the past three years. Wilson Hobbs and Alfred Dixon spent last summer in Germany for further study in their subjects.

Anna Davis has contributed some splendid poems to the «Friends Messenger». One of them was copied in another paper which led a Boston publisher to make her a very flattering offer for enough of such material to make a book. Of last year's class eight are doing advanced work in different Universities, while many others are engaged in teaching.

The Literary Club of the College under the leadership of Dr. Meredith, spent the year in the study of Greek Literature making special and somewhat detailed investigation of the two great works of Homer, the Iliad and the Odyssey.

On behalf of the Committee,

ALICE W. MENDENHALL.

REPORT OF CHRISTAIN WORK COMMITTEE

The College Y. M. C. A. has had, on the whole, a very prosperous year. The number of men in the Association this year has been one hundred, of this number eighty-five are members of some church. Forty-one meetings have been held, with an average attendance of eighty-one. Faculty members of the Association and outsiders have made strong talks at these meetings. Elison R. Purdy of Ohio, conducted an evangelistic campaign of a week's duration under the auspices of the Association and much good resulted. Four Bible study groups have been conducted during the year, two groups led by students and two by members of the faculty. About two-thirds of the time has been spent in Bible study, the other third being devoted to mission study. Some time has also been spent in the study of social service. During the year the Association has collected about \$275.00. Sixty dollars of this amount were given to the Blue Ridge Building Fund.

One of the noteworthy features of the Y. W. C. A. work the past year is the purchase of an organ for the Association rooms. This is a material addition to the equipment. The Thursday evening meetings have been interesting and usually well attended, the average attendance being about sixty. Practically all dormitory girls have been enrolled for membership. Mission study classes were not organized until the second term of school. The attendance has been fairly good. The attendance upon the Bible study classes has not been so good. Until this year these classes were compulsory. The various committees have done most excellent work. The visits of Misses Stone and Smith, field secretaries of the Y. W. C. A., were a great inspiration to the young women. The total receipts for the year are \$386.79.

It is very gratifying to note that systematic giving has been practiced by so many members of both Associations. This indicates an intelligent interest in and devotion to various forms of Christian activity. Members of both Associations attended the Blue Ridge conferences and gained new visions of service.

As to Christian work carried on by members of the Alumni Association, information is not available as to all members. There are a number, however, who are known to be actively engaged in preaching or Y. M. C. A. work, while many others are rendering valuable assistance in Bible School, Church and community work.

On behalf of Committee,

CLARA I. COX, Chairman.

Taking up the new business suggested by the Executive committee the persons named for honorary membership were gladly received. It was decided to make no change in the time of holding the Alumni meeting and the subjects of college music and athletics were left with the incoming Executive committee.

It was decided that a committee be appointed to solicit life members for the Association. William Hammond brought up the subject of accommodations for the boys' Literary societies, and a committee consisting of Oscar Woosley, W. P. Henley, William Hammond, Richard Hobbs, Dudley Carroll and Fletcher Bulla was appointed to consult with Dr. Hobbs and the trustees in regard to making some society rooms.

William Penn Henley brought forward the following resolution which was passed and put into the hands of a committee to present to the trustees:

«Whereas the Alumni Association of Guilford College has only the best interests of the college at heart, and believes that members of the Association are perhaps best qualified to act as Trustees of said college, therefore be it resolved that the Association respectfully ask that the Board of Trustees of the college allow the Association to nominate at least one member each year to serve on said Board of Trustees.»

The following members of the senior class returned the cards, requesting to be members of the Association and were gladly received: Cleta Patterson, Kathryn Dorsett, Maude Culler, Gladys Highfill, Burtie Dix, Alma Lassiter, Louetta Knight, Blanche Dixon, Mabel Edgerton, Densmore Wood, Carl Stewart.

The secretary was directed to send a resolution of thanks to Miss Rhoades for her excellent work in the music department and in producing the History Play.

After the installation of officers the house adjourned.

HENRY A. WHITE, President, pro tem.

ANNA L. DAVIS, Secretary.

THE COMMENCEMENT ADDRESS BY PRESIDENT ISAAC SHARPLESS

We try in this country to do a great many things by Universal suffrage. This has doubtless an educative effect, for many voters are induced to think of matters with a certain amount of thoroughness which they otherwise would forego. But when the efficiency of the results is considered we have to admit that it does not compare favorably with the more autocratic method of Europe. Our city governments are weak and often demoralizing. We pay dearly for asking the electorate to consider the scientific problems involved in the choice of expert officials, and as Mr. Bryce tells us they are the most conspicuous failures in our American system. It is also in many places true that our country governments are the most inconspicuous failures. In either case we do not secure the largest possible returns from our taxes, the most advanced adaptation of science to our problems, the greatest possible discouragement of the evil influences which militate against rapid and satisfactory progress.

It is true that there is another side to the question. The sense of personal liberty and responsibility, the unity and loyalty resulting from a feeling that every one has had a fair chance, the buoyancy begotten of the fact that we believe we can and sometime undoubtedly will take up every evil and remedy it—these figure largely in our history. In these larger efficiencies we may often and properly forgive the weaknesses of detail. Out of the confusion and political trading of selfish interests, and oftentimes corruption, of our great Presidential nominating Conventions has sprung the greatest line of rulers that ever graced the annals of any

nation. From Washington to Wilson, the average of ability and purity and consecration to high ideals of public good has been very high. Our national record as a whole in this respect is one concerning which judicial-minded Americans may well feel great satisfaction.

Both the strength and the weakness of our American methods are shown quite as abundantly in education as in any field of effort. No country except perhaps Japan has such popular enthusiasm for education. Our great conventions, our local institutes attended by patrons as well as teachers, our large periodical and book literature on the subject, the positive convictions of the man on the street that he knows what is right and wrong with the system and with special schools, convictions which are often embodied in legislation, all show the overpowering interest in a question which is universally felt to be a basis of much consequence of all that is good and progressive in American life and institutions. It is well worth while to have this pervasive and abounding thinking and talking. Many a youth has been drawn into the current as it swept through his social circle. Many an unambitious and thoughtless boy has been transformed into a purposeful and efficient man by the contagion of intellectual ideas thrown around him. Many a school, public and private, has been driven from the dead rut of custom by the popular life stirring about it, and the whole country is learning from the free discussion many essential conditions of a real education.

But when we attempt to apply this enthusiasm to the practical conduct of educational methods we find that in some respects it hinders rather than helps efficiency. If we have a medical or legal case on our hands we hand it over to the expert and do as he says. Not so the parent of the child to be educated. He distrusts the theories of the teacher. He knows best what should be done for his own son. As his

judgment is formed on narrow bases he makes demands which to him seem reasonable but which the specialist would condemn. «Please stop learning my boy poetry,» said a discontented parent to his teacher. «He has to sell soap.» It would be hard for the parent to see the connection unless the boy had to write the advertisement, and yet in some occult way there may be more than the father imagines.

This is but typical of what is going on all over the country. Parents are demanding what seems to them to be practical, that is, directly connected with making money, and as ultimately they have the voting power to select directors and indirectly teachers they usually get it. In an autocracy the expert educators are brought together, determine the subject matter and the order of subjects to be taken, and then it is imposed on people willing or unwilling. There is none of that delightful sense of managing ones own affairs which we have in America but the children are educated and, the next generation wants what it ought to have. Here we wander around through a field of experiment, getting a good thing occasionally; keeping up a pleasant sensation by knowing many things superficially, sharing in the universal interest and belief in the nobility of learning, but hardly capable of taking a statesmanlike comprehensive and expert view of the whole subject.

In our public school system something is rescued from the whim of public opinion by state statutes limiting the subjects to be taught and the qualifications of the teachers, but even these can not stand long in the face of public opinion.

Now we have a popular demand, to a large extent a proper demand, for vocational training, and in quick response comes the opportunity, an opportunity flooding our public and private schools of all grades, our colleges and universities. Two tendencies seek for ascendancy — One asks that education should obviously pay directly into a vocation; that the hours

spent in making a living in after life should determine the lessons studied and the spirit of the school — The other asks that the ideals not necessarily the subject matter which controlled the educational theories of the past, which were alive in Greece and Rome, which were maintained through the middle ages by the universities of Bologna, Paris and Oxford, which came across the Atlantic in many little vessels in the seventeenth century, which sustained the Colonial Colleges in the days of the pioneers in their conquest of the material and political difficulties of the new experiment, and which have a large place in our best colleges, should still rule in preparing men and women for the work they have to do.

These ideals should not be pitted against each other for there is a place for both. The scorn of the classicists for what is practical, their resistance for years to any recognition of its place, has been unwise and unreasonable. The reaction from this position has made an equally indefensible argument for the vocationalists. Said one of them at a recent meeting «We have the colleges on the run and if we ask them to accept blacksmithing as a condition of admission they will have to do it.»

It is said that Grover Cleveland when returning from a fishing trip was lost in the woods and late at night came to a fisherman's cabin. After pounding at the door a head appeared and this conversation ensued:

Who are you?

I am Grover Cleveland.

What do you want?

I want to stay here all night.

All right stay there,—and the window closed.

For many years the adherents of the old courses kept the new education, long lost in the woods, out of doors; now there is danger of the reverse conditions existing.

As a matter of fact neither should be kept in the cold. There is abundant place for both within. The vocationalists have the public ear, for their arguments are plausible. It remains for us also to convince the man on the street and on the farm that there is a large and most essential and most practical place for the education which has to do with the development of the mind and character and the preparation for leisure hours.

And why is it not a concern of the state to look after the leisure as well as the working hours. The mechanic has his eight hours a day with his employment and an equal time without it. It is doubtless well that his training should teach him how to make the most of his trade. But is it not also a matter of great consequence that he should be predisposed towards good recreation, towards an interest in the problems of citizenship, towards a group of mental and æsthetic pleasures. He gravitates to the saloon and other resorts not from love of vice or crudity but because he knows nothing better. Give him the higher and you displace the lower with its resulting degradation and criminality or at best arrested development. If our states could fill the ordinary man with some love of learning for its own sake, something of literature or popular science, some appreciation of the worth of a developed mind, some of the thoughts which the man educated in a broad sense has, they would establish a higher material as well as social standard for our country. The vocational education does not furnish all that a worker of any sort needs, nor does it furnish that which is really most essential to our national well-being.

But in the general infusion of our education with popular demands there is danger that this view shall be omitted, that schools, even private schools and colleges shall one by one lose their grasp on the demands of a larger training, and through ambition for numbers shall add course to course

which caters to the narrow view, and thereby aid in further perverting the national standards. Many colleges are announcing technical courses for which they have no adequate facilities, with a view to catch the popular demand for practicability and so increase the student list. Earnest cries come from the scholarly members of faculties for arguments to meet these crude tendencies; for Presidents to stand against the temptations always severe for a President to get numbers and endowment on the expense of ideals and quality. Some recent inquiries only serve to emphasize the increasing growth of the supply of a superficial education to meet a real but mistaken public demand. But they also call attention to the stronger emphasis laid by a smaller number of colleges on the importance of real scholarly values, upon thorough training in essential power-producing subjects, and the resistance of the temptation to take in every boy for which excuse can be found, with the hope that he will not seriously injure the college standards.

We are concerned to-day with the age-long results of education. Not necessarily produced by Greek and Latin alone, but by studies that demand serious and protracted mental effort, which teach the boy to think and work, which arouse ambition for scholarship as a worthy end in itself, which show themselves in a developed brain power rather than in obviously directed efforts towards business success.

It is not at all impossible that these results constitute the best road to business success. It would be an interesting subject for investigation whether money has rewarded the men trained for vocational and professional life more generously than those whose education has not directly had this end in view. Possibly data exist for such a study. But I should guess that if all were known, the practical education has not so much an advantage in this respect as its advocates claim and as uninformed youth often thinks.

Nor does success in public life more often reward it. The three candidates for election for President in our recent contest were all Bachelor of Arts. All of our Presidents who were college men with one possible exception had an education of the broader pattern. Indeed it is quite reasonable to suppose that a training with a mercenary end in view would not produce the man of varied interests, judicial character and apprehension of moral and intellectual values, necessary for an intelligent and devoted servant of the public.

The men who made America a nation, who saw the principles upon which the future must be built and established them in permanent form in the great documents and institutions of the post-Revolutionary days, were to a large extent the products of the Colonial Colleges,* colleges the contents of whose curricula were in the highest degree concentrated upon subjects which had no direct bearing upon national life and institutions. Adams of Harvard, Hamilton of Kings (now Columbia), Madison of Princeton, Jefferson of Williams and Mary and their many associates, brought to mature life as a result of their education, not so much available knowledge as an intelligence trained by serious study in a narrow field, and the rest followed. It is not too much to say that without these colleges, America as she is, or anything greatly resembling her, would have been impossible.

It is not necessary to assume that all tendency towards studies which look towards a profession shall be avoided. As a theological student said in answer to the examination question «What is the church's attitude to good works?» «A few of them will not do any harm.» It is the spirit in which they are pursued, the respect inculcated for all learning in other fields, the development of the sense of responsibility and the education of conscience, rather than the content which is important. So the intending physician may ask for

his science, the minister for his philosophy and sociology, the engineer for his mathematics, and all for the very available modern language as a proper part of the college work which will best dovetail into the professional course. And yet we are pleased to note the course of Amherst and other colleges which make but little account of future vocations but demands of all the training to fit for all lines of work, with variations which are adapted not so much to the duties of business as to temperament and intellectual ambitions.

Again education by popular vote is likely to omit the needs of a very important portion of our youths, the youths of great abilities.

Every American believes that our nation is devoted to Democracy, but many of them have very discordant or imperfect ideas as to what Democracy is and how it may be secured. That all men are not born free and equal, that life and liberty are not inalienable rights, unless there is a special definition of the words, are not largely accepted. Even the example of the author of the Declaration was repudiated by himself and the nation as he himself interpreted them. Jefferson as President with the experience gained in European courts and the best society of his own country, had an idea that he could display his Democracy by copying the rude manners of the frontiersman. This affectation did not last long, and his own good sense in a little time gained the victory.

To some of the men of his day Democracy meant the equalization of wages. They argued that as all public servants, as judges and senators, needed only ordinary sense and sound judgment, which qualities were born not made, they should therefore have only the one dollar a day of the working man. This conception of Democracy was also temporary, and disappeared when the necessity of trained leadership became more manifest.

Many similar ones have followed, often more or less socialistic, demanding the equalization of worldly goods by distributing to the have nots a portion of the property of the haves. In various forms, sometimes veiled, and for diverse purposes this has seemed a peculiar American doctrine worthy of all acceptance.

Crude as many of these deliverances have been it can hardly be denied that they expressed one phase of a large truth, a truth which lies at the bottom of a society which bases itself on human rights.

Similar conceptions have invaded education. The American school they say is for the people, especially for the people who are the least capable of educating themselves, or are most handicapped by lack in power or brains of the means to rise to highest positions. So before each boy is held the prize of the Presidency or some other exalted post, and infinite pains are taken to bring up to the general level, if possible, the boy or girl of slow comprehension or slovenly mental qualities. To help those who seem most to need help, to extend the benefits of the best education to the poor and deficient in any sense, is a natural and perfectly commendable impulse of right thinking people and that it has such vogue in America is something in which we may properly feel pride and to which we should render encouragement.

But is it the whole story? Does Democracy mean any more than this? Let us try another definition of Democracy, one not by any means new or original, but which will undoubtedly lead to different results than those we arrive at by simply bringing up the deficient. Let us say that Democracy means the proper and effective encouragement of every individual to make the most and best of himself and let us emphasize the rich equally with the poor, the boy with a good environment equally with the product of the slums, the

brilliant talent equally with the deficient or defective youth. Such a definition will logically lead not to a level of mediocrity, but rather to a wider differentiation; not only to bringing up of those born with poverty of mind, spirit or estate, but to the exaltation of those who are born to be leaders, and who need as much as any the stimulating, directing and ennobling care of the great teachers of the age.

There has been a feeling more or less prevalent that the good teacher is the one who can properly care for the lower end of the class, the supposition being that the upper end will care for itself. In a sense it will. If the whole purpose of education is to bring a youth to the point of graduation from a school or college there is much to be said for this conception of the teacher's duties. It is perfectly true that if you give many a student a text-book and tell him to pass an examination upon it he will do it up to a standard of efficiency which will satisfy the examiner without much effort or special skill on the part of the instructor. It is equally true that to bring the dull or indifferent boy up to this standard requires the exercise of much work and trained powers and nerve-destroying heartburn. But for the latter boy we feel that the effort is well expended and when it succeeds that the teacher is entitled to much glory.

And so he is, but is a school conducted on this basis doing all its duty? Has this bright youth who easily does his stunt and straightway forgets it, who satisfies all the requirements and has an excess of time for loafing or sports, has he received the attention which a true Democracy demands? If he grows up to be a second-rate, common-place sort of man, instead of a great and beneficent leader in public life, or business or the professions or in society, or philanthropy, has he done his dues? We have given our best to the poor youth, and the better endowed we have let alone, as if the school record were the end of life and as if his God-given powers

relieved us in some way of the responsibility of this development. If we create equality by lifting the lower end and depressing the upper is it anything but a sacrifice to a partial and distorted view of equality?

For does not all nature cry out against such equality? Are not her ways unequal? The great and the small, the wise and the foolish, the strong and the weak, are all born. In every family she strives for differentiation not similarity. Of the million faces that we know all built on the same plan we seldom mistake one for another, while the larger proportion of «freaks» make bases for the scientific theories of Darwin and the scientific experiments of Burbank. The prominence of the «common man» may, as Lincoln suggested, prove that God loved him, yet one Lincoln does more to move the world upward than many hundreds of mediocrities such as ourselves.

But it will be said that Lincoln was a legitimate fruit of our Democratic system. Perhaps so. But he had some special advantages which have mostly disappeared from present American life. He never went to a graded school. He was never taught to believe by inference that a good mark was the great object of education. He placed himself in contact with stimulating and inspiring influences, and if he never had great teachers in the flesh, he had a few great books. It is very questionable whether he could have done much better and whether his life is not an evidence that a special great mind needs special training for great work.

It is for such minds and spirits that I am trying to plead—men to whom large portions of endowments of mind and character have been given, men who have been laid out on a generous plan, which needs much filling in, to complete up its full proportion. We may not neglect the masses of the unfortunate or the mediocre, but is our Democracy large enough to do justice to this small but, especially in a Demo-

cracy, useful and highly productive class? Where there are no privileged classes by birth or legislative enactment, where the rights of all are to be protected, there is the most need for wise and manifest leadership, by representative men who know the temper of Democracy, believe in it, and will show it the way to victory. The average man is not a representative man. The man who stands out to represent a class is a man who should be able to ennoble the class in the world's eyes. If Democracy is to stand up to its duty and be respected and respectable, its exponents must be not only its devotees but its intelligent and forceful advocates with great qualities developed to their highest powers.

We do not need to accentuate the differences of rank or wealth or immunity from proper penalties or the privileges and duties which belong to citizenship or anything else artificial. In all these we need to level up the lower ranks and level down the upper. But the differences which are natural and elemental, which indicate the man's real fitness and capacity, these should be accentuated to their fullest extent, and any process of levelling down the man strong in mind and character is fatal to the best development of a nation and no part of a true Democracy. We often blunder along in America trying effete experiments, putting into practice inefficient methods which look good to the average man, but which a clear-sighted and educated leadership would immediately discard. The average man is something like the average supper of which a man complained because the tea was weak and the butter strong. Unhappy is that community which does not have its great leaders or is taught to distrust them if they exist. The undisputed reign of the common man is unscientific, haphazard and unprogressive. It is Napoleon's army of lions, or something less vigorous, led by a lamb, and is less efficient than the reverse condition.

But the evil is more than this. Of course the bright boy loses time but simply leaving a boy two years behind does not count so much at the age of forty. The effect of the lack of tasks which draw out the best powers, which challenge his ambition and excite his will, oftentimes produces a flabbiness and superficiality of mental fibre and a low standard of attainments from which he never recovers. It may be possible to make up the two years handicap in a twenty year race, but it is vastly difficult to re-create the mental machine, to reinforce the enfeebled will, to re-inspire the lost enthusiasm of youth. The young man fresh from the resolves inspired by contact with a great book or a great man, resolves which induce him to consecrate him-self to living out the best and greatest that in him lies, to do a man's work in obedience to the behests of the highest laws of his nature, is allowed to fritter away all these noble enthusiasms by the drag of the enforced requirement made necessary by boys who never feel his enthusiasms and whose impulses are wholly negative if not degrading. Is our responsibility fulfilled?

Nor is the choice of a teacher dictated by the popular judgement always a wise one. One can have great confidence in the intelligent permanent opinion of the best students as to the fitness of a man for his position. But the most gifted of teachers is often not popular at least for a time. Gladstone tells of a dinner long after his Eton days to the Headmaster of that ancient school. He says that Dr. Keate had administered «the salutary correction of the birch» to almost every one there, and that if any of them had been asked during school days what he thought of Dr. Keate he would have answered «Keate, O I hate him.» But when he rose to speak the cheering drowned everything, reducing to comparative feebleness all the applause to royalty previously given. The Doctor was so affected he could do nothing but

utter a few incoherent sounds and sit down. It is worthwhile to have such a durable respect for a master of our boyhood, for it is not all sentimental, but brings along with it an impulse to cherish also the principles which make the man worthy, and which have been to some extent builded into character.

«All that I am I owe to you», said a gushing youth to his old master. «Pray do not mention such a trifle,» was the perfectly courteous but perhaps sarcastic reply; and yet in many cases the gratitude is genuine and the statement correct. A master of my boyhood long since dead has many a time in difficult crisis been a guide to my actions. How he would have acted and thought has steadied my judgement and determined the result.

Are we losing this too much in America? Are our youth becoming too early mature, too certain of their superior wisdom, too impatient of restraint and advice? Do they carry over into life too little of the influence of school days? It is said that the Rugby boys in the English Universities still are recognizable by a certain serious sense of responsibility for conditions in church and state, which is an inheritance of the Arnoldian tradition. If so, it is a wonderful tribute to the power of Thomas Arnold and to the character of Rugby boys.

The old school of the country where youths were taught as individuals and not as a class, if so be that there was a conjunction of an aspiring boy and a stimulating teacher, was perhaps for that boy the best school that ever existed. He was not held back by the average, nor tied to a rigid curriculum. But as in Scotland, which perhaps produces more great men per capita than other countries, all the magnetic scholarship, the wise direction, the overflowing interest of a devoted soul was transferred to a worthy student, and he could very often say in sober truth in after life, «All that I am I owe to you.»

The thoughts of this paper are probably unnecessary for the boys of Guilford College. They are their daily fair. And yet the voices of the great world to which they will go are various and conflicting. Whether or not these words contain a substantial theory of education they contain something to think about, and perhaps in some cases to steady the aims and stimulate the ambitious towards a training which will place the durable above the evanescent, the spirit above the flesh, the heavens above the earth.

From long acquaintance I am somewhat familiar with the character of the work done at Guilford College. The procession of Guilford men to Haverford as students has been matched by an equal procession of Haverford men to Guilford as teachers. From our point of view the exchange has been very satisfactory and I venture to say that no two colleges in the country have more cordial relations to each other. This has given me an opportunity to know from inside knowledge the spirit and quality which pervades Guilford and I have nothing to say except words of respect for the results produced by an honest small college which sees its field of labor and profitably occupies it.

Whatever else you who are today the fortunate recipients of Guilford degrees have received, you have had these priceless boons—a respect for knowledge and mental power, an impulse to make yourselves worthy of a great duty in after life, and an incentive to be intellectually and morally honest. These have come to you during your college course, perhaps unconsciously, but they have been in the atmosphere of the place and you could not escape them. You may make your returns to your college in many ways in after life, financially according to your means, influentially by speaking of its merits to youths who will make acceptable additions to its lists of students, morally by everywhere showing the fruits of its tendencies upon yourselves, in a life honest

to the core, zealous in labor for your state and church, scholarly, tolerant, progressive and kindly.

I cannot omit also to take advantage of this opportunity to bear my testimony to the man who gives up his active connections with the College at this time. With congratulations to the institution that it has had his services I must add congratulations to him that he has had the chance to build his life into a growing cause. Tho Guilford College should, and doubtless will, live many years, the days of its infancy, the days which wove themselves into its character so that it could never escape from them, will be to the historians its great days. If it continues true to the impulses and ideals of its first President with all the wealth of resources, material and intellectual, which will follow, with the glory of being a center of inspiration to its thousands of graduates, there will rise with ever increasing acclaim, through the decades to follow the tribute of respect to him who through dark times and light, with courage and courtesy, led the way to success.

What is needed for Guilford as for all colleges is a united, unselfish effort for its real prosperity along the line of its true mission.

WILLIAM A. BLAIR

To elect William A. Blair an honorary member of the Guilford College Alumni Association only this year was almost a tardy recognition of what our friend has been to Guilford as well as the cause of education in general.

While the trend of events has made it fitting that W. A. Blair should sever his church membership with Friends he has never and probably never will get away from his «birth-right» for he comes from a long line of Quaker ancestry. Notably among them is that ever-to-be-revered personage, Nathan Hunt, his great grandfather.

That Nathan Hunt was one of the principal factors in the founding of New Garden Boarding School is well known to the readers of this and this knowledge was recently revived in the historical pageant which was such an important factor in our recent commencement. But we are not so near akin to the Chinaman that we must participate in ancestor worship neither is the subject of this present sketch obliged to go back to his distinguished ancestor to secure recognition.

Within himself, W. A. Blair is a man of large interests and ready helpfulness. Guilford never fails to find in him a warm friend and one who stands ready to help as occasion comes; and not Guilford alone but most of the activities of state and nation which promote scholarship, foster literary and historical interest, work social betterment and develop worthy citizenship. W. A. Blair is a banker in the industrial world, and has been President of the People's National of Winston-Salem since 1896.

He was born near High Point nearly sixty years ago; son of Solomon and Abigail (Hunt) Blair; graduated at Haverford and at Harvard (A. B. '82).

In 1895 he married Mary Eleanor Fries and is the happy father of two daughters and a son, the older daughter being now a student at Wellesley.

He holds many positions on various State and some National Boards and is a man whom our State can trust to represent it on such.

Always possessed with a sense of humor, Mr. Blair is a most happy after-dinner speaker and toast-master. His ability to see the comic and to tell what he sees with a wit which has no poison in it, makes him always welcomed.

The Alumni Association of Guilford College is glad to welcome this life-long friend as one of its honorary members.

GERTRUDE W. MENDENHALL

«Her heart is a fragrant flower,
Her love its sweet perfume;
Her life a harmony of good deeds,
Her character a fulness of bloom.»

The story of the life of Gertrude W. Mendenhall is not difficult to tell, but it is impossible to put into words the extent of the influence of her gentle personality upon the hundreds of young people whose lives she has touched in the schoolroom and elsewhere. It is a privilege and a pleasure to give this appreciation of her sterling Christian character and beautiful, consistent life.

She was born at the old farmhouse at New Garden, North Carolina, in the days when her father was giving of his time and talents to keep the Boarding School going amid the stress and turmoil of the civil war. She comes of an ancestry noted for force of character and devotion to duty, which has given her «vantage ground for nobleness.» Her paternal ancestors were of English descent, having come over at the time William Penn inaugurated his «holy experiment;» some of them who were in the ship with Penn settled in Chester County, Pennsylvania, thence moved to Guilford County, North Carolina, about 1750. Her grandfather, Richard Mendenhall, did much to arouse the spirit of education among the people, and he himself always kept a school going at Old Jamestown, the home of the Mendenhall family. Her father, Dr. Nereus Mendenhall, was a man noted for singular intellectual power, strong personality and integrity of character. «He stood four square to all the winds that blow.» He was an

influential citizen, a prominent member of the Society of Friends, and a devoted and eminently successful teacher, and for many years set before the students of New Garden Boarding School a high standard for literary culture and moral excellence.

Her mother, Oriana Wilson, was a native of Mississippi, and of Scotch ancestry, illustrating in her life many of the sturdy characteristics of her ancestors. She was modest and retiring, a kind neighbor and friend, and verily «looked after the ways of her household.» It is not strange that we find in the daughter a beautiful blending of the characteristics of both parents.

When Gertrude was four years of age the family moved to «The Oaks,» near Deep River Meeting, where the greater part of her girlhood was spent. Her first school was the Deep River Monthly Meeting School, and her first teacher was Rhoda M. Worth.

The atmosphere of love, fellowship, and literary culture in the home was most advantageous for stimulating and fostering her early intellectual and spiritual development. Of her early life her sister, Mary M. Hobbs, writes as follows: «Being several years younger than the sisters who are older than she, Gertie was for several years the pet of the household, and I might add this period has extended to the present time. She was a lovely little child, and I always felt that somehow she belonged to me, and I guess each of the others felt the same—Laura, in particular, took a very watchful care of her in her babyhood. She was very fond of reading as a little girl, and had her own magazines, «The Children's Hour,» and a little English publication, the title of which I have forgotten. Father read to us a great deal from other magazines and from Shakespeare; and he translated many German stories for us; to all these our little sisters listened with as much interest as we older girls.

For several years after I graduated I was the teacher for the two younger girls, Gertrude and Genevieve, and when I went to New Garden to teach I took them with me and they attended school there for two or three years. After my marriage I helped Gertrude to finish her preparation for Wellesley College, which she entered in 1881. She and Mary Petty had been great friends in their early school life, and both entered Wellesley at the same time and graduated together in 1885.»

There have been surveyors and mathematicians in every generation of the Mendenhall family; therefore, it is not singular that when Miss Mendenhall entered the profession of teaching she chose mathematics as her special line of work, beginning her career at Peace Institute, Raleigh, in the autumn after her graduation. After teaching there for two or three years, she was called to Guilford College, at the time when the Institution was chartered as a College. When the State Normal and Industrial College was to be opened, Dr. Charles D. McIver offered her the position as head of the Department of Mathematics, which position she has held continuously with exceptional ability. She has kept in close touch with every movement which has for its goal the betterment of College and community life. The Southern Association of College Women, The Friday Afternoon Club, and the Greensboro Woman's Club, all receive her hearty co-operation. Her duties have been heavy, but she is always ready to sacrifice her own personal convenience and to burden herself with additional labor for student or teacher.

Her quiet, gentle, unostentatious manner, her ever ready sympathy, her spirit of fairness to all, along with the conscientious performance of duty, and her fidelity to every trust committed to her, have made her a favorite not only with the students and fellow teachers, but with all who know her. She is an advocate of pure scholarship and general culture, and impresses on her students that the object of the study of

mathematics or any subject is to train and develop the mind for precision and clearness; that the power to reason, to weigh evidence and to control all one's mental powers should be the gradual and continual product of class work. She says: «One does not have to argue for the study of mathematics on account of cultural lines.»

Miss Mendenhall has kept abreast of educational progress by taking special work at Bryn Mawr College, Columbia and Harvard, and by attending various educational conferences and conventions; and has enjoyed the advantages of extensive travel both in this country and abroad. She is recognized as one of the leading women in the North Carolina Yearly Meeting, and has always been a loyal friend to Guilford College. Her sound judgment, her wise discrimination, her intimate acquaintance with its past and present, and her loyalty to its traditions make her a valuable member of the Advisory Board of the College.

By inheritance she is a home-lover and a home-maker, gracing and guiding the affairs of her home with a quiet dignity and charm of manner. But her love of home is due in a large measure to the fact that in it she is enabled to contribute to the happiness and comfort of her friends and members of her family.

From «Green Cottage» there radiates such a generous hospitality that all her guests wish to «bide-a-wee».

Of her many beautiful traits of character the outstanding is her loving, unselfish service for others.

«It is easy to touch her sympathy,
For a heart that is sore opprest
Her love is truly self-emptying,
In its light the tired may rest.»

C. R. M.

MARY M. PETTY

Mary M. Petty was prepared for college at New Garden Boarding School under the faithful instruction of President Hobbs who was at that time Principal of the school, and others who were associated with him. A good foundation had been laid for her work at New Garden by those who had taught her latin and mathematics at «Bush Hill» now Archdale. Here she was fortunate in having had among others, Allen Tomlinson for a teacher, and he was noted for the thoroughness and accuracy of his instruction. Her work at college showed that her preparatory work had been well done and during the four years spent at Wellesley her work was such as to give excellent standing in her classes. Though well equipped for either latin or mathematics her natural bent was toward the sciences, and consequently her major study was chemistry both during her course at Wellesley and since then at Bryn Mawr where she spent a year as Fellow in Chemistry.

After leaving college she taught for three years at Statesville Presbyterian College for girls, coming from there to Guilford where she taught for four years, leaving there to become the head of the Chemistry Department at our State Normal College, which position she has filled continuously since the second year of its establishment. Ever since her childhood Mary Petty has been deeply interested in all that pertains to the growth and development of the Society of Friends. While a firm believer in the fundamental principles as set forth by Fox and Barclay, she has her face always turned toward the broad fields which are open for useful service to members of our Society, and she believes that there is no conflict with the old, because the old truths are those which are eternally new. She is therefore a very active

member of North Carolina Yearly Meeting, but her usefulness is not circumscribed by her own denomination. In her town, county and state she is a public-spirited citizen, being frequently called upon to render services which only women of education and real ability can fill. For one year she was President of the Woman's Club of Greensboro, and she was the first Secretary of the State Federation of Clubs. Her name is always to be found among the lists of progressive women interested in civic improvement.

Tho not a graduate of Guilford College, Guilford College has no more loyal alumna, who is ever anxious that Guilford's ideals, those which have been established, ideals of pure thinking, correct living, and of real genuine scholarship, be eternally maintained.

GERTRUDE W. MENDENHALL.

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1904—Picture of Allen Jay;
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1905—Freshman Oratorical Prize.

1906—Set of Stevenson's Works in the Library.

1909—Entrance Gateway.

COLLEGE SONGS

HAIL! DEAR OLD GUILFORD!

Hail! dear old Guilford!
Thy loyal sons are we;
And we will ever be
Faithful to thee;
Thru every changing clime,
Thru all the future time
Our hearts will ever be
Loyal to thee.

Tho years may come and go,
Yet still our memory clings
To those dear college days
Of long ago.
None can compare with thee,
And we will ever be,
Until our dying day,
Loyal to thee.

CAMPUS SONG

When the shades of evening gather,
 Guilford students hie
To the soft green swarded campus,
 For a time our books laid by;
And the parting rifts of sunlight,
 As they linger soft and long,
Shed a hallow'd gleam of gladness
 On our merriment and song.

Now the songs of dear old Guilford
 Peal across the downy green,
From Archdale to Memorial
 Span the distance far between;
And the walls of dear old Founders
 The reverberations fling,
From Cox Hall to New Garden,
 As our voices gayly ring.

Then across to fair Arcadia
 The chimings wing their flight,
Till beyond the far-flung hill tops
 They kiss heaven's dome of light;
Then, as if they rued their boldness,
 Back they come in echoes gay;
And thus end the wingéd praises
 Of the Crimson and the Gray.

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Purcellville, Va.
 Snow Camp, N. C.

CLASS OF '13

Tecy Gladys Beaman, A. B.	Troy, N. C.
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Geo. Columbus Dees, "	Grantsboro, N. C.
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Kinnie Thayer Futrell, A. B.	Greensboro, N. C.
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George Alexander Hartman, A. B.	Farmington, N. C.
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Henry Crawford Jackson, B. S.	Guilford, N. C.
Paul Strayer Kennett, A. B.	Stokesdale, N. C.
Annabella King, "	High Point, N. C.
Nancy Era Lasley, B. S.	Guilford College, N. C.
Eugene Harris Marley, A. B.	Greensboro, N. C.
Mary Mendenhall, "	High Point, N. C.
Callie Irene Nance, "	Troy, N. C.
Baxter K. Richardson, A. B.; A. B., Haverford,	Glenwood, N. C.
George Asa Short, A. B.	Greensboro, N. C.
Bryant Smith, "	Boulder, Col.
Hugh A. Stewart, Jr., "	Laurinburg, N. C.
Ulysses Grant White, "	Germantown, N. C.
Ella Davis Young, "	Purcellville, Va.

CLASS OF '14

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J. Wade Barber, "	Pittsboro, N. C.
Charles F. Benbow, A. B.; A. M., U. of N. C.,	East Bend, N. C.

Hardy Abram Carroll,	A. B.	Mizpah, N. C.
Irma Kathleen Coble,	,,	Liberty, N. C.
Mary Alma Crutchfield,	,,	Guilford, N. C.
Martha Rebecca Doughton,	,,	Guilford College, N. C.
Helen Clare East,	,,	Eastport, L. I., N. Y.
Alfred Brown Finch,	B. S.	Trinity, N. C.
Mary Willard Fox,	,,	Guilford College, N. C.
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David Elias Henley,	,,	Guilford College, N. C.
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Harris Guthrie Johnson,	,,	Riley's Store, N. C.
Estelle Gertrude Korner,	A. B.	Kernersville, N. C.
Eilene Lewis,	,,	Ivor, Va.
Silas Jerome Lindley,	,,	Snow Camp, N. C.
Edgar Holt McBane,	,,	Saxapahaw, N. C.
Samel S. Nelson,	,,	Edgar, N. C.
Paul Schoolfield Nunn,	,,	Guilford, N. C.
Earl Whittier Pearson,	,,	Dudley, N. C.
Matthew White Perry,	B. S.	Durants Neck, N. C.
Cathline Marion Pike,	A. B.	Liberty, N. C.
Ernest Grady Shore,	B. S.	East Bend, N. C.
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Clara Louise Worth, A. B.		Guilford College, N. C.
Mary E. M. White, ,,		Guilford College, N. C.
Wm. A. White, Jr., A. B.; A. B.,		Haverford,
		Guilford College, N. C.
Pearle Annie Younts, A. B.,		Guilford College, N. C.

CLASS OF '15

Joseph Robert Brown,	A. B.	Woodland, N. C.
Maude Lee Culler,	,,	Rock Creek, N. C.
Burtie Ellen Dix,	,,	Westfield, N. C.

Blanche Dixon,	A. B.	Elkin, N. C.
Mary Doan,	"	Amo, Ind.
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Mabel Arlene Edgerton,	"	Goldsboro, N. C.
Gladys May Highfill,	"	Liberty, N. C.
Louetta Ellen Knight,	"	Guilford College, N. C.
Alma J. Lassiter,	"	Mechanic, N. C.
Cleta Patterson,	"	Burlington, N. C.
Carl Watson Stewart,	B. S.	Trenton, Tenn.
Joseph Densmore Wood,	"	Tamworth, N. H.

HONORARY MEMBERS

L. Lyndon Hobbs, elected 1910	Guilford College, N. C.
Mary M. Hobbs, elected 1910	Guilford College, N. C.
Priscilla B. Hackney, elected 1911	Greensboro, N. C.
J. Elwood Cox, elected 1912	High Point, N. C.
H. Louisa Osborne, elected 1913	Guilford College, N. C.
J. Frankin Davis, elected 1914	Guilford College, N. C.
John Van Lindley, elected 1914	Pomona, N. C.
Raymond Binford, elected 1914	Richmond, Ind.
Eula Dixon, elected 1914	Snow Camp, N. C.
Gertrude W. Mendenhall, elected 1915	Greensboro, N. C.
Mary M. Petty, elected 1915	Greensboro, N. C.
William A. Blair, elected 1915	Winston-Salem, N. C.

LIFE MEMBERS

William Penn Henley.
Dora Bradshaw Clark.
Charles D. Benbow.
H. A. White.

NOTE. This is the first time the advanced degrees of the Alumni and the full address of the Alumnae has been published. There are probably several mistakes and omissions and we will appreciate any information for revision.

* Deceased.

VOL. VIII

NOVEMBER, 1915

No. 3

Guilford College Bulletin



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COLLEGE CALENDAR

November 24, Wednesday, 4:00 p. m.—Thanksgiving recess begins.

November 29, Monday, 8:20 a. m.—Recitations resumed.

December 21, Tuesday, 4:00 p. m.—Christmas vacation begins.

January 5, Wednesday, 8:20 a. m.—Recitations resumed.

January 17 to 22, Monday to Saturday—Examinations for First Term.

January 20 to 22, Thursday, Friday and Saturday—Registration for
Second Term.

January 24, Monday, 8:20 a. m.—Recitations for Second Term begin.

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Wm. T. Parker	High Point, N. C.
Jeremiah S. Cox	Greensboro, N. C.
W. H. Worth	Greensboro, N. C.
David White	Greensboro, N. C.
N. C. English	Trinity, N. C.
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John B. Griffin	Woodland, N. C.
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David White, *Secretary*

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Roxie D. White	Guilford College, N. C.
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Mary D. Cox	High Point, N. C.
Mary E. M. Davis	Guilford College, N. C.
Priscilla B. Hackney	Greensboro, N. C.
Sandia C. Lindley	Pomona, N. C.
Gertrude W. Mendenhall	Greensboro, N. C.

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J. Van Lindley.

Farm—W. T. Parker, N. C. English, E. C. Mendenhall, J. Van Lindley.

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J. S. Cox, C. P. Frazier, H. A. White.

Committee to Confer with Committee from Yearly Meeting—J. S. Cox,
N. C. English, C. P. Frazier.

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Lewis Lyndon Hobbs, A. M., LL. D.	<i>President Emeritus</i>
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H. Louisa Osborne, A. B.	<i>Latin and History</i>
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Clement Orestes Meredith, A. B., Ph. D.	<i>Dean and Latin</i>
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Florence Erminie Ayer, A. B.	<i>French and German</i>
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Mark Balderston, A. B.	<i>Physics</i>
William E. Moore, A. M.	<i>English</i>
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Inez Wilson	<i>Domestic Science</i>
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Maud L. Gainey	<i>Secretary to the President</i>

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Social—Miss Osborne, Sarah E. Benbow, John B. Woosley, Samuel W. Geiser.

Physical Culture for Girls—Miss White, Miss Ayer, Miss Edwards.

Credentials—C. O. Meredith, L. L. Hobbs, Miss Ayer, Mark Balderston.

Lectures and Debates—C. O. Meredith, Miss Osborne, W. E. Moore.

The President of the College is *ex officio* a member of all committees.

THE NEW COLLEGE YEAR

The college year for 1915-1916 opened under very pleasant circumstances September 8, with an attendance even larger than was expected. The financial situation coupled with the fact that last year it had been decided to add quite a good deal to the requirement for entrance to the preparatory department was expected to cut down the attendance. But, much to our satisfaction, the freshman class is larger than last year and any falling off is as it should be in the preparatory department. The new teachers seem to be filling their respective places to good satisfaction, and the new administration seems to be running smoothly. Dr. Hobbs, while being relieved from active administration work, is still busy in teaching and working for the advancement of the college. With cordial cooperation on the part of all this bids fair to be a good year of progress and growth for Guilford College. The splendid backing of the members of the Alumni is most encouraging.

Several of our graduates are doing advanced work, and everywhere they are taking high rank. A recent note from one of these who is doing graduate work in a large university makes this statement: "Scarcely a day passes in which I haven't occasion to be grateful for the thoroughness of Guilford's training." We are arranging to take no backward step, but every move must be an advance.

FRIENDS AND EDUCATION

Ever since George Fox founded two schools, one for boys and one for girls, in which the youth might be taught "whatsoever things are civil and useful in the creation", Friends have been noted for their support of good schools for their children. So eager have Friends been to offer superior advan-

tages that there are now more than twice as many colleges organized by them as by any other denomination according to their numbers. I did not say *maintained*, for when we know how meagerly some of these degree granting institutions have been supported, we are led to doubt whether all these movements have been wise. It seems clear that we must revise our notions in regard to our attitude toward education, or what would be better, change our conduct. We have in North Carolina Yearly Meeting 2,148 members between the ages of six and twenty-one. Of this number there certainly are two hundred of college age. Last year there were only fifty-eight members attending college. That our membership is interested in education is shown by the fact that one hundred and forty-seven of our members were teaching last year. We cannot fortify ourselves in the bulwark of our historical position, for there is a law that is ever acting, up to date, by which we must be judged. It is a law of all life, whether animal or vegetable, individual or institutional, that life must adjust itself to its conditions; that when they change, it must change accordingly. The penalty for the violation of this law is deterioration, decay, and finally death. All life must change to suit its environment or else perish. Have we taken this law into account seriously enough in our educational work? Conditions have wonderfully changed in the last generation. Guilford College has made wonderful strides in this time. If the Friends of this day should make the sacrifice that our forefathers made we would have many more members of North Carolina Yearly Meeting in Guilford College.

EXTENSION WORK

It is the desire of the management of Guilford College to extend the benefits of the college to many meetings and com-

munities this year. The President and several of the professors will be willing to go out preferably at a week end and give lectures, addresses, hold conferences and aid in the church services on the Sabbath. The President of the college would be glad to hear from any neighborhood desiring such services. We hope much real extension work can be carried on in this way.

SANITARY CONDITIONS

The sanitary conditions of Guilford College have always been a large asset. Our water is beyond suspicion, coming from a deep well, the air is pure, and all the buildings are fitted with sanitary plumbing. Recently there has arisen fears lest the outfall of our septic tank might contaminate the water supply of Greensboro. The interests of Greensboro and Guilford College are largely identical. While there is no evidence that any disease germs have gotten into the Greensboro water from Guilford College, yet to allay all fear the Trustees are now installing a large triple filter which will eliminate all possible danger from this source. This will incur a heavy expense upon the college at this time. Greensboro is generously helping some in this expense.

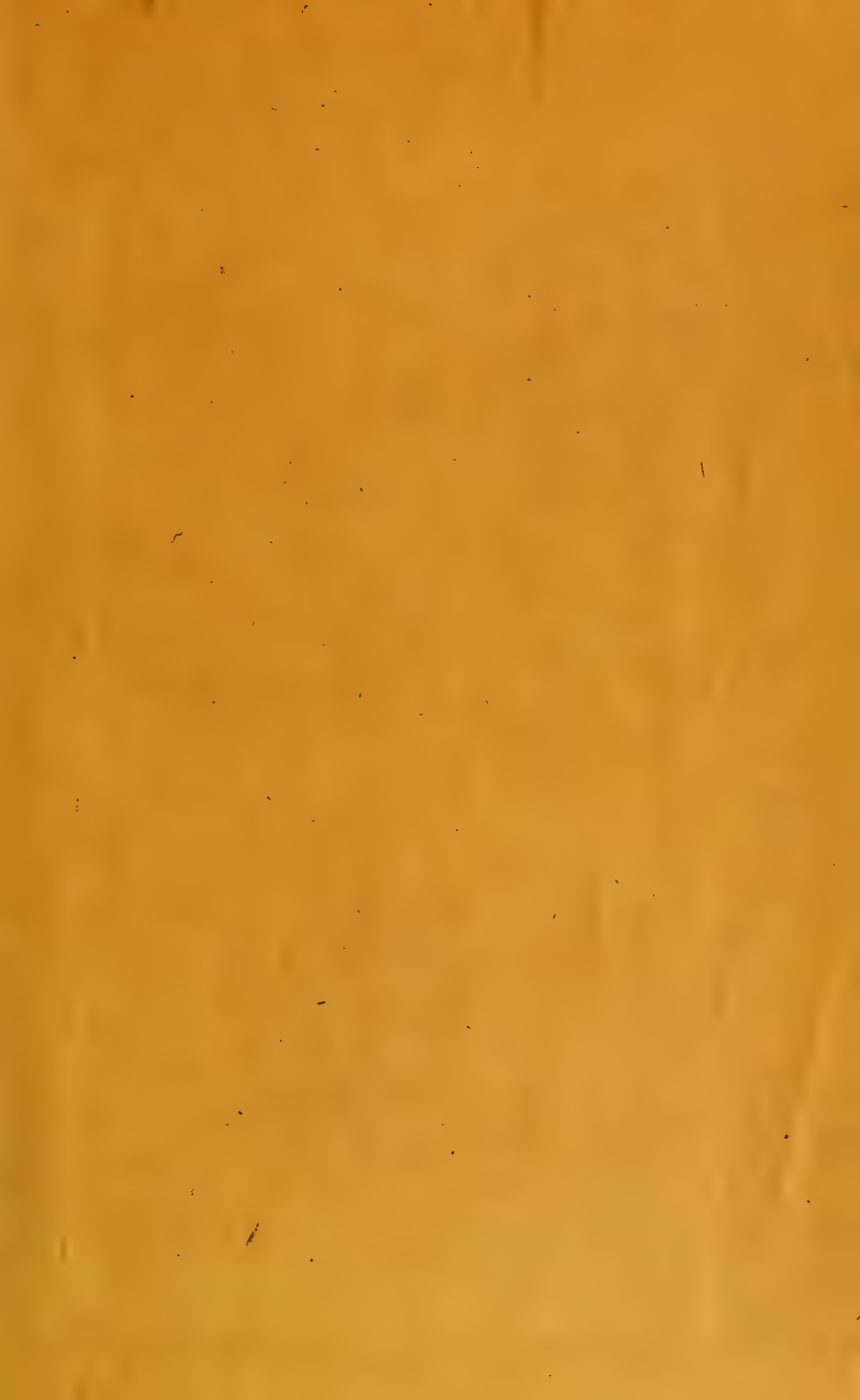
The Board felt it was nothing but right and just to respect the feelings of our neighbors the citizens of Greensboro. More and more we want to be able to serve the needs of Greensboro and Guilford and adjoining counties. Our doors are open to our friends.

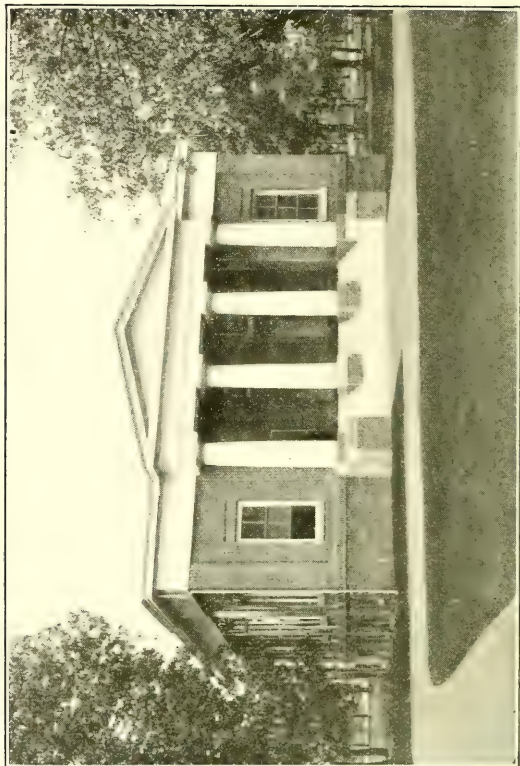
THE SECOND TERM

The second term of the academic year will begin January 22. All who expect to enter at that time should register by that date. Several new classes will begin at that time, and students can be classified so as to get profitable work. Several

old students will find it convenient to re-enter the college at that time. We would like to urge all those who have unfinished work to enter for the spring term. We would be glad to hear from any who are thinking of entering at the beginning of the second term, and we would be glad to have the names of any young people who ought to go to college. We hope the friends of the college will see to it that all such names are forwarded to the college.

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MEETING HOUSE

The Personnel of the Board of Trustees

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Some Principles for Which Guilford College Stands

1. High scholarship.
2. Clean morals.
3. Pure Christianity.
4. Thorough training.
5. Careful discipline.
6. Simplicity of living.

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